

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

Completed by Grants.gov upon submission.

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Mt. San Antonio Community College District

* b. Employer/Taxpayer Identification Number (EIN/TIN):

95-6002131

* c. UEI:

LRMNSGLEVPN4

d. Address:

* Street1:

1100 N Grand Ave

Street2:

* City:

Walnut

County/Parish:

* State:

CA: California

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

91789-1399

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Ms.

* First Name:

Adrienne

Middle Name:

* Last Name:

Price

Suffix:

Title: Director of Grants

Organizational Affiliation:

* Telephone Number: 909-274-5417

Fax Number:

* Email: aprice@mtsac.edu

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

S: Hispanic-serving Institution

Type of Applicant 3: Select Applicant Type:

X: Other (specify)

* Other (specify):

AANAPI-serving Institution

* 10. Name of Federal Agency:

Employment and Training Administration

11. Catalog of Federal Domestic Assistance Number:

17.261

CFDA Title:

WIOA Pilots, Demonstrations, and Research Projects

* 12. Funding Opportunity Number:

FOA-ETA-22-02

* Title:

Strengthening Community Colleges Training Grants

13. Competition Identification Number:

FOA-ETA-22-02

Title:

Strengthening Community Colleges Training Grants

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

San Gabriel Valley Health Careers Consortium

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="5,000,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="5,000,000.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☒ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:	<input type="text" value="Mr."/>	* First Name:	<input type="text" value="William"/>
Middle Name:	<input type="text" value="T."/>		
* Last Name:	<input type="text" value="Scroggins"/>		
Suffix:	<input type="text" value="Ph.D."/>		

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

Program/Project Congressional Districts

Following is a list of Congressional Districts to be served through the proposed San Gabriel Valley Health Careers Consortium, which includes five community colleges and one university.

CA-039

CA-038

CA-035

CA-034

CA-032

CA-029

CA-028

CA-027

BUDGET INFORMATION - Non-Construction Programs

OMB Number: 4040-0006
Expiration Date: 02/28/2025

SECTION A - BUDGET SUMMARY

Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1. SCC2	17.261	\$	\$	\$ 5,000,000.00	\$ 0.00	\$ 5,000,000.00
2.						
3.						
4.						
5. Totals		\$	\$	\$ 5,000,000.00	\$ 0.00	\$ 5,000,000.00

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SECTION B - BUDGET CATEGORIES

6. Object Class Categories	GRANT PROGRAM, FUNCTION OR ACTIVITY				Total (5)
	(1) <div style="border: 1px solid black; height: 150px; margin-top: 5px;">SCC2</div>	(2) <div style="border: 1px solid black; height: 150px; margin-top: 5px;"></div>	(3) <div style="border: 1px solid black; height: 150px; margin-top: 5px;"></div>	(4) <div style="border: 1px solid black; height: 150px; margin-top: 5px;"></div>	
a. Personnel	\$ <div style="border: 1px solid black; width: 100px; text-align: right;">832,235.00</div>	\$ <div style="border: 1px solid black; width: 100px;"></div>	\$ <div style="border: 1px solid black; width: 100px;"></div>	\$ <div style="border: 1px solid black; width: 100px;"></div>	\$ <div style="border: 1px solid black; width: 100px; text-align: right;">832,235.00</div>
b. Fringe Benefits	<div style="border: 1px solid black; width: 100px; text-align: right;">405,640.00</div>	<div style="border: 1px solid black; width: 100px;"></div>	<div style="border: 1px solid black; width: 100px;"></div>	<div style="border: 1px solid black; width: 100px;"></div>	<div style="border: 1px solid black; width: 100px; text-align: right;">405,640.00</div>
c. Travel	<div style="border: 1px solid black; width: 100px; text-align: right;">26,320.00</div>	<div style="border: 1px solid black; width: 100px;"></div>	<div style="border: 1px solid black; width: 100px;"></div>	<div style="border: 1px solid black; width: 100px;"></div>	<div style="border: 1px solid black; width: 100px; text-align: right;">26,320.00</div>
d. Equipment	<div style="border: 1px solid black; width: 100px; text-align: right;">0.00</div>	<div style="border: 1px solid black; width: 100px;"></div>	<div style="border: 1px solid black; width: 100px;"></div>	<div style="border: 1px solid black; width: 100px;"></div>	<div style="border: 1px solid black; width: 100px; text-align: right;">0.00</div>
e. Supplies	<div style="border: 1px solid black; width: 100px; text-align: right;">2,100.00</div>	<div style="border: 1px solid black; width: 100px;"></div>	<div style="border: 1px solid black; width: 100px;"></div>	<div style="border: 1px solid black; width: 100px;"></div>	<div style="border: 1px solid black; width: 100px; text-align: right;">2,100.00</div>
f. Contractual	<div style="border: 1px solid black; width: 100px; text-align: right;">3,231,142.00</div>	<div style="border: 1px solid black; width: 100px;"></div>	<div style="border: 1px solid black; width: 100px;"></div>	<div style="border: 1px solid black; width: 100px;"></div>	<div style="border: 1px solid black; width: 100px; text-align: right;">3,231,142.00</div>
g. Construction	<div style="border: 1px solid black; width: 100px; text-align: right;">0.00</div>	<div style="border: 1px solid black; width: 100px;"></div>	<div style="border: 1px solid black; width: 100px;"></div>	<div style="border: 1px solid black; width: 100px;"></div>	<div style="border: 1px solid black; width: 100px; text-align: right;">0.00</div>
h. Other	<div style="border: 1px solid black; width: 100px; text-align: right;">131,200.00</div>	<div style="border: 1px solid black; width: 100px;"></div>	<div style="border: 1px solid black; width: 100px;"></div>	<div style="border: 1px solid black; width: 100px;"></div>	<div style="border: 1px solid black; width: 100px; text-align: right;">131,200.00</div>
i. Total Direct Charges (sum of 6a-6h)	<div style="border: 1px solid black; width: 100px; text-align: right;">4,628,637.00</div>	<div style="border: 1px solid black; width: 100px;"></div>	<div style="border: 1px solid black; width: 100px;"></div>	<div style="border: 1px solid black; width: 100px;"></div>	\$ <div style="border: 1px solid black; width: 100px; text-align: right;">4,628,637.00</div>
j. Indirect Charges	<div style="border: 1px solid black; width: 100px; text-align: right;">371,363.00</div>	<div style="border: 1px solid black; width: 100px;"></div>	<div style="border: 1px solid black; width: 100px;"></div>	<div style="border: 1px solid black; width: 100px;"></div>	\$ <div style="border: 1px solid black; width: 100px; text-align: right;">371,363.00</div>
k. TOTALS (sum of 6i and 6j)	\$ <div style="border: 1px solid black; width: 100px; text-align: right;">5,000,000.00</div>	\$ <div style="border: 1px solid black; width: 100px;"></div>	\$ <div style="border: 1px solid black; width: 100px;"></div>	\$ <div style="border: 1px solid black; width: 100px;"></div>	\$ <div style="border: 1px solid black; width: 100px; text-align: right;">5,000,000.00</div>
7. Program Income	\$ <div style="border: 1px solid black; width: 100px; text-align: right;">0.00</div>	\$ <div style="border: 1px solid black; width: 100px;"></div>	\$ <div style="border: 1px solid black; width: 100px;"></div>	\$ <div style="border: 1px solid black; width: 100px;"></div>	\$ <div style="border: 1px solid black; width: 100px; text-align: right;">0.00</div>

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SECTION C - NON-FEDERAL RESOURCES					
(a) Grant Program		(b) Applicant	(c) State	(d) Other Sources	(e) TOTALS
8.	SCC2	\$ <input style="width: 80%;" type="text"/>	\$ <input style="width: 80%;" type="text"/>	\$ <input style="width: 80%;" type="text"/>	\$ <input style="width: 80%;" type="text"/>
9.	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
10.	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
11.	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
12. TOTAL (sum of lines 8-11)		\$ <input style="width: 80%;" type="text"/>	\$ <input style="width: 80%;" type="text"/>	\$ <input style="width: 80%;" type="text"/>	\$ <input style="width: 80%;" type="text"/>

SECTION D - FORECASTED CASH NEEDS						
		Total for 1st Year	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13. Federal		\$ <input style="width: 80%; text-align: right; value: 1,270,361.00;" type="text"/>	\$ <input style="width: 80%; text-align: right; value: 317,591.00;" type="text"/>	\$ <input style="width: 80%; text-align: right; value: 317,590.00;" type="text"/>	\$ <input style="width: 80%; text-align: right; value: 317,590.00;" type="text"/>	\$ <input style="width: 80%; text-align: right; value: 317,590.00;" type="text"/>
14. Non-Federal		\$ <input style="width: 80%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
15. TOTAL (sum of lines 13 and 14)		\$ <input style="width: 80%; text-align: right; value: 1,270,361.00;" type="text"/>	\$ <input style="width: 80%; text-align: right; value: 317,591.00;" type="text"/>	\$ <input style="width: 80%; text-align: right; value: 317,590.00;" type="text"/>	\$ <input style="width: 80%; text-align: right; value: 317,590.00;" type="text"/>	\$ <input style="width: 80%; text-align: right; value: 317,590.00;" type="text"/>

SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT					
(a) Grant Program		FUTURE FUNDING PERIODS (YEARS)			
		(b) First	(c) Second	(d) Third	(e) Fourth
16.	SCC2	\$ <input style="width: 80%; text-align: right; value: 1,251,508.00;" type="text"/>	\$ <input style="width: 80%; text-align: right; value: 1,233,232.00;" type="text"/>	\$ <input style="width: 80%; text-align: right; value: 1,244,899.00;" type="text"/>	\$ <input style="width: 80%;" type="text"/>
17.	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
18.	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
19.	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
20. TOTAL (sum of lines 16 - 19)		\$ <input style="width: 80%; text-align: right; value: 1,251,508.00;" type="text"/>	\$ <input style="width: 80%; text-align: right; value: 1,233,232.00;" type="text"/>	\$ <input style="width: 80%; text-align: right; value: 1,244,899.00;" type="text"/>	\$ <input style="width: 80%;" type="text"/>

SECTION F - OTHER BUDGET INFORMATION	
21. Direct Charges: <input style="width: 95%;" type="text"/>	22. Indirect Charges: <input style="width: 95%; text-align: left; value: NICRA is 30% of personnel and fringe benefits;" type="text"/>
23. Remarks: <input style="width: 100%;" type="text"/>	

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Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

Budget Narrative

Personnel

As the lead applicant of the San Gabriel Valley Health Careers Consortium (SGVHCC), Mt. San Antonio College (Mt. SAC) requests funds for the following staff positions. A breakdown of each consortium partner's sub-award expenses, including staff positions, is included in the *Contractual* section of this budget narrative.

Personnel	2022-23	2023-24	2024-25	2025-26
Project Director	\$ 125,184	\$ 127,968	\$ 130,740	\$ 133,812
Case Management Coordinator	\$ 35,504	\$ 37,279	\$ 39,143	\$ 41,101
Faculty Clinical/Job Development (6)	\$ 26,332	\$ 26,332	\$ 26,332	\$ 26,332
Faculty Alignment/Articulation (4)	\$ 14,044	\$ 14,044	\$ 14,044	\$ 14,044
Total	\$ 201,064	\$ 205,623	\$ 210,259	\$ 215,289
<i>Salaries are the same as those paid to existing Mt. SAC personnel with similar job titles/ functions. Salaries/wages increase by appropriate step allocation each year, when applicable.</i>				
Project Director (1.0 FTE) – This full-time position will be entirely funded by the grant. This position will be responsible for providing overall leadership to and managing all aspects of the SCC2 project. This will include coordination with consortium member institutions, employers, the public workforce development system, and other stakeholders. A detailed description of this position, including responsibilities and qualifications.				
Case Management Coordinator (0.5 FTE) – This half-time position will be entirely funded by the grant. This position will coordinate specialized case management for students most at risk of not completing targeted health programs of study.				
Faculty Clinical/Job Development (hourly) – These hourly faculty positions will engage employers in the development of clinical placements, work-based learning opportunities, and job placement for students/graduates of targeted health programs of study. Base rate is \$54.86/hour x 40 hours/semester x 2 semesters x 6 faculty members.				
Faculty Alignment/Articulation (hourly) – These hourly faculty positions will participate in curriculum alignment and articulation meetings among consortium colleges and transfer institutions. Base rate is \$54.86/hour x 32 hours/semester x 2 semesters x 4 faculty members.				

Fringe Benefits

As the lead applicant of the SGVHCC, Mt. SAC requests funds for the following fringe benefits. A breakdown of each consortium partner's sub-award expenses, including fringe benefits, is included in the *Contractual* section of this budget narrative.

Fringe Benefits	2022-23	2023-24	2024-25	2025-26
Full-time personnel: Project Director	\$ 66,226	\$ 67,202	\$ 68,173	\$ 69,249
Half-time personnel: Case Mgmt.	\$ 23,624	\$ 24,246	\$ 24,899	\$ 25,585
Hourly personnel: Faculty	\$ 9,109	\$ 9,109	\$ 9,109	\$ 9,109
Total	\$ 98,959	\$ 100,557	\$ 102,181	\$ 103,943

Full-time personnel: Project Director – 25.37% California Public Employees’ Retirement System (PERS), 6.2% Social Security (OASDI), 1.45% Medicare, 0.5% state unemployment insurance (SUI), 1.51% workers’ compensation (WC), \$22,374.84 health & welfare (H&W)
Half-time personnel: Case Management Coordinator – 25.37% PERS, 6.2% OASDI, 1.45% Medicare, 0.5% SUI, 1.51% WC, \$11,187.42 H&W.
Faculty: Clinical/Job Development and Alignment/Articulation – 19.1% California State Teachers’ Retirement System (STRS), 1.45% Medicare, 0.5% SUI, 1.51% WC.

Travel

As the lead applicant of the SGVHCC, Mt. SAC requests funds for the following travel costs. A breakdown of each consortium partner’s sub-award expenses, including travel, is included in the *Contractual* section of this budget narrative.

Travel	2022-23	2023-24	2024-25	2025-26
Project director travel	\$ 2,580	\$ 2,580	\$ 2,580	\$ 2,580
Health sciences faculty travel	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
Total	\$ 6,580	\$ 6,580	\$ 6,580	\$ 6,580
Project director travel – Domestic travel to a conference to be determined will provide an opportunity for the Project Director to disseminate the project’s products, results, and lessons learned. This travel will take place each year of the project period.				
Health sciences faculty travel – Domestic travel to a conference(s) to be determined will provide two (2) health sciences faculty members the opportunity to gain relevant professional development. This travel will take place each year of the project period.				

The following table provides a breakdown of travel costs for the Project Director each year.

Registration	\$600
Airfare and baggage fees (roundtrip)	\$500
Destination ground transportation (roundtrip)	\$100
Airport parking: 4 days x \$20/day	\$80
Lodging: 4 nights x \$250/night	\$1,000
Meals & incidentals: 4 days x \$75/day	\$300
Total	\$2,580

The following table provides a breakdown of travel costs for two (2) faculty members each year.

Registration	\$500	\$500
Airfare and baggage fees (roundtrip)	\$365	\$365
Destination ground transportation (roundtrip)	\$100	\$100
Airport parking: 3 days x \$20/day	\$60	\$60
Lodging: 3 nights x \$250/night	\$750	\$750
Meals & incidentals: 3 days x \$75/day	\$225	\$225
Total	\$2,000	\$2,000

Equipment

As the lead applicant of the SGVHCC, Mt. SAC requests no funds for equipment. A breakdown of each consortium partner's sub-award expenses, including equipment, is included in the *Contractual* section of this budget narrative.

Equipment	2022-23	2023-24	2024-25	2025-26
Total	\$ 0	\$ 0	\$ 0	\$ 0

Supplies

As the lead applicant of the SGVHCC, Mt. SAC requests funds for the following supplies. A breakdown of each consortium partner's sub-award expenses, including supplies, is included in the *Contractual* section of this budget narrative.

Supplies	2022-23	2023-24	2024-25	2025-26
Promotional and general supplies	\$ 1,050	\$ 0	\$ 0	\$ 1,050
Total	\$ 1,050	\$ 0	\$ 0	\$ 1,050
Promotional and general supplies – Materials and supplies for consortium advisory committee meetings, which will rotate among the six partner campuses three times annually or twice per institution during the project period.				

Contractual

As the lead applicant of the SGVHCC, Mt. SAC requests funds for the following contractual costs. A breakdown of each consortium partner's sub-award expenses is included in the following pages.

Contractual	2022-23	2023-24	2024-25	2025-26
Contract: Third-party evaluation	\$ 37,500	\$ 37,500	\$ 37,500	\$ 37,500
Contract: Marketing	\$ 10,000	\$ 10,000	\$ 0	\$ 0
Subaward: Citrus College	\$ 170,303	\$ 160,912	\$ 158,482	\$ 160,603
Subaward: Glendale Comm. College	\$ 115,835	\$ 127,280	\$ 120,635	\$ 97,280
Subaward: Pasadena City College	\$ 169,065	\$ 160,488	\$ 159,786	\$ 161,469
Subaward: Rio Hondo College	\$ 169,300	\$ 154,788	\$ 157,389	\$ 167,999
Subaward: University of La Verne	\$ 166,898	\$ 164,126	\$ 154,888	\$ 163,616
Total	\$ 838,901	\$ 815,094	\$ 788,680	\$ 788,467
Contract: Third-party evaluation – The consortium has allocated 3% of the total grant budget for third-party evaluation to design and execute an implementation evaluation.				
Contract: Marketing – Develop student testimonials and other materials for various health programs of study for use in outreach on websites, social media, and other venues.				
Subawards – The affinity-focused consortium partners will carry out part of the federal award received by Mt. SAC.				

Citrus College	2022-23	2023-24	2024-25	2025-26
Personnel	\$ 89,531	\$ 93,304	\$ 97,267	\$ 101,428
Fringe Benefits	\$ 18,058	\$ 18,798	\$ 19,576	\$ 20,393
Travel	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Equipment	\$ 0	\$ 0	\$ 0	\$ 0
Supplies	\$ 1,050	\$ 0	\$ 1,050	\$ 0
Contractual	\$ 20,000	\$ 10,000	\$ 0	\$ 0
Construction	\$ 0	\$ 0	\$ 0	\$ 0
Other	\$ 23,000	\$ 21,000	\$ 23,000	\$ 21,000
Indirect Costs	\$ 13,664	\$ 12,810	\$ 12,589	\$ 12,782
Total	\$ 170,303	\$ 160,912	\$ 158,482	\$ 160,603
Personnel – Personnel include: Outreach Specialist (0.3 FTE) to conduct targeted outreach for health programs of study at a salary of \$16,447 in Year 1; Case Management Coordinator (0.49 FTE) to coordinate specialized case management for students most at risk of not completing targeted health programs of study at a salary of \$34,795 in Year 1; Job Development Coordinator (0.3 FTE) to engage employers in the development of clinical placements, work-based learning opportunities, and job placement for students/graduates of targeted health programs of study at a base salary of \$24,245 in Year 1; and Faculty (hourly) to participate in curriculum alignment and articulation meetings among consortium colleges and with transfer institutions at 4 faculty members x 2 semesters/year x 32 hours/semester x \$54.86/hour. Salaries/wages will be the same as those paid to existing personnel with similar job titles/functions and will increase by appropriate step allocation each year, when applicable.				
Fringe Benefits – Fringe benefits include: Outreach Specialist and Job Development Coordinator at 1.45% Medicare, 0.5% SUI, 1.51% WC, 3% alternative retirement plan (ARP), and \$36 annual ARP fee/position; Case Management Coordinator at 25.37% PERS, 6.2% OASDI, 1.45% Medicare, 0.5% SUI, and 1.51% WC; and Faculty at 19.1% STRS, 1.45% Medicare, 0.5% SUI, and 1.51% WC.				
Travel – Domestic travel to a conference(s) to be determined will provide two (2) health sciences faculty members the opportunity to gain relevant professional development. This travel will take place each year of the project period.				
Equipment – No request.				
Supplies – Promotional and general materials and supplies for consortium advisory committee meetings, which will rotate among the six partner campuses, in Years 1 and 3.				
Contractual – Contractual costs include: marketing services to develop student testimonials and other materials for various health programs of study for use in outreach on websites, social media, and other venues at \$10,000 in Years 1-2; and services for DEI faculty professional development at \$10,000 in Year 1 of the project period.				
Construction – Not allowable.				
Other – Other costs include: basic needs grants for participants with the highest unmet needs at \$20,000 each year; catering services for consortium advisory committee meetings, which will rotate among the six partner campuses, at \$2,000 in Years 1 and 3; and publication/printing costs for outreach/marketing/dissemination at \$1,000 each year of the project period.				
Indirect Costs – Indirect costs are calculated using the de minimus rate of 10% of modified total direct costs.				

Glendale Community College	2022-23	2023-24	2024-25	2025-26
Personnel	\$ 30,545	\$ 30,545	\$ 30,545	\$ 30,545
Fringe Benefits	\$ 6,891	\$ 6,891	\$ 6,891	\$ 6,891
Travel	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
Equipment	\$ 35,000	\$ 30,000	\$ 20,000	\$ 0
Supplies	\$ 10,050	\$ 9,000	\$ 10,050	\$ 9,000
Contractual	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Construction	\$ 0	\$ 0	\$ 0	\$ 0
Other	\$ 10,000	\$ 26,000	\$ 28,000	\$ 26,000
Indirect Costs	\$ 7,349	\$ 8,844	\$ 9,149	\$ 8,844
Total	\$ 115,835	\$ 127,280	\$ 120,635	\$ 97,280
Personnel – Personnel include: Faculty (hourly) to conduct targeted outreach for health programs of study at 2 semesters x 96 hours/semester x \$60/hour; and Faculty (hourly) to coordinate specialized case management for students most at risk of not completing targeted health programs of study at 52 weeks x 6 hours/weeks x \$60.98/hour. Salaries/wages will be the same as those paid to existing personnel with similar job titles/functions.				
Fringe Benefits – Fringe benefits include: 19.1% STRS, 1.45% Medicare, 0.5% SUI, and 1.51% WC.				
Travel – Domestic travel to a conference(s) to be determined will provide three (3) health sciences faculty members the opportunity to gain relevant professional development. This travel will take place each year of the project period.				
Equipment – Equipment will be used to support clinical enhancements to the targeted health programs of study, including virtual reality equipment (e.g., headsets, hand-held devices, and associated computing equipment) and medical setting simulators.				
Supplies – Supplies include: promotional and general materials and supplies for consortium advisory committee meetings, which will rotate among the six partner campuses, in Years 1 and 3; promotional items and materials for outreach events at \$6,000 each year; and instructional materials for the nursing lab at \$3,000 each year of the project period.				
Contractual – Contractual costs include: marketing services to develop student testimonials and other materials for various health programs of study for use in outreach on websites, social media, and other venues each year of the project period.				
Construction – Not allowable.				
Other – Other costs include: catering services for consortium advisory committee meetings, which will rotate among the six partner campuses, at \$2,000 in Years 1 and 3; publication/printing costs for outreach/marketing/dissemination at \$6,000 each year; marketing software subscription at \$2,000 each year; and virtual reality program subscription at \$18,000 in Years 2-4 of the project period.				
Indirect Costs – Indirect costs are calculated using the de minimus rate of 10% of modified total direct costs.				

Pasadena City College	2022-23	2023-24	2024-25	2025-26
Personnel	\$ 90,210	\$ 93,644	\$ 97,251	\$ 101,038
Fringe Benefits	\$ 19,304	\$ 20,022	\$ 20,777	\$ 21,570
Travel	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Equipment	\$ 0	\$ 0	\$ 0	\$ 0
Supplies	\$ 0	\$ 1,050	\$ 1,050	\$ 0
Contractual	\$ 20,000	\$ 5,000	\$ 0	\$ 0
Construction	\$ 0	\$ 0	\$ 0	\$ 0
Other	\$ 21,000	\$ 23,000	\$ 23,000	\$ 21,000
Indirect Costs	\$ 13,551	\$ 12,772	\$ 12,708	\$ 12,861
Total	\$ 169,065	\$ 160,488	\$ 159,786	\$ 161,469
Personnel – Personnel include: Outreach Specialist (0.25 FTE) to conduct targeted outreach for health programs of study at a salary of \$13,706 in Year 1; Case Management Coordinator (0.49 FTE) to coordinate specialized case management for students most at risk of not completing targeted health programs of study at a salary of \$34,795 in Year 1; Job Development Coordinator (0.25 FTE) to engage employers in the development of clinical placements, work-based learning opportunities, and job placement for students/graduates of targeted health programs of study at a salary of \$20,204 in Year 1; Faculty (hourly) to provide supplemental curricular support for students at 2 semesters/year x 100 hours/semester x \$54.86/hour; and Faculty (hourly) to participate in curriculum alignment and articulation meetings among consortium colleges and with transfer institutions at 3 faculty members x 2 semesters/year x 32 hours/semester x \$54.86/hour. Salaries/wages will be the same as those paid to existing personnel with similar job titles/functions and will increase by appropriate step allocation each year, when applicable.				
Fringe Benefits – Fringe benefits include: Outreach Specialist and Job Development Coordinator at 1.45% Medicare, 0.5% SUI, 1.51% WC, 3% ARP, and \$36 annual ARP fee/position; Case Management Coordinator at 25.37% PERS, 6.2% OASDI, 1.45% Medicare, 0.5% SUI, 1.51% WC; and Faculty at 19.1% STRS, 1.45% Medicare, 0.5% SUI, 1.51% WC.				
Travel – Domestic travel to a conference(s) to be determined will provide two (2) health sciences faculty members the opportunity to gain relevant professional development. This travel will take place each year of the project period.				
Equipment – No request.				
Supplies – Promotional and general materials and supplies for consortium advisory committee meetings, which will rotate among the six partner campuses, in Years 2 and 3.				
Contractual – Contractual costs include: marketing services to develop student testimonials and other materials for various health programs of study for use in outreach on websites, social media, and other venues at \$10,000 in Year 1 and \$5,000 in Year 2; and services for DEI faculty professional development or other services to support grant goals at \$10,000 in Year 1.				
Construction – Not allowable.				
Other – Other costs include: basic needs grants for participants with the highest unmet needs at \$20,000 each year; catering services for consortium advisory committee meetings, which will rotate among the six partner campuses, at \$2,000 in Years 2 and 3; and publication/printing costs for outreach/marketing/dissemination at \$1,000 each year of the project period.				
Indirect Costs – Indirect costs are calculated using the de minimus rate of 10% of modified total direct costs.				

Rio Hondo College	2022-23	2023-24	2024-25	2025-26
Personnel	\$ 76,387	\$ 80,160	\$ 84,160	\$ 88,399
Fringe Benefits	\$ 18,053	\$ 19,120	\$ 20,251	\$ 21,450
Travel	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Equipment	\$ 0	\$ 0	\$ 0	\$ 0
Supplies	\$ 0	\$ 1,050	\$ 0	\$ 1,050
Contractual	\$ 10,000	\$ 0	\$ 0	\$ 0
Construction	\$ 0	\$ 0	\$ 0	\$ 0
Other	\$ 33,000	\$ 25,500	\$ 23,500	\$ 25,500
Indirect Costs	\$ 29,860	\$ 26,958	\$ 27,478	\$ 29,600
Total	\$ 169,300	\$ 154,788	\$ 157,389	\$ 167,999
Personnel – Personnel include: Student Ambassadors (hourly) to conduct targeted outreach for two health programs of study and to track students post-graduation at 4 students x 45 weeks/year x 5 hours/week x \$15/hour; Case Management/Job Placement Coordinator (0.5 FTE) to coordinate specialized case management for students most at risk of not completing targeted health programs of study and to assist graduating students in job placement at a salary of \$36,523 in Year 1; Clinical Coordinator (0.15 FTE) to engage employers in the development of clinical placements, work-based learning opportunities, and job placement for students/graduates of targeted health programs of study at a salary of \$16,071 in Year 1; and Administrative Specialist (0.25 FTE) to provide administrative support for the project at a salary of \$10,293 in Year 1. Salaries/wages will be the same as those paid to existing personnel with similar job titles/functions and will increase by appropriate step and/or cost of living adjustment allocation each year, when applicable.				
Fringe Benefits – Fringe benefits include: Student Ambassadors at 2% WC; Case Management/Job Placement Coordinator at 19.1% STRS, 1.45% Medicare, 0.5% SUI, 2% WC; Clinical Coordinator and Administrative Specialist at 25.37% PERS, 6.2% OASDI, 1.45% Medicare, 0.5% SUI, and 2% WC.				
Travel – Domestic travel to a conference(s) to be determined will provide one (1) health sciences faculty member the opportunity to gain relevant professional development. This travel will take place each year of the project period.				
Equipment – No request.				
Supplies – Promotional and general materials and supplies for consortium advisory committee meetings, which will rotate among the six partner campuses, in Years 2 and 4.				
Contractual – Contractual costs include: marketing services to develop student testimonials and other materials for various health programs of study for use in outreach on websites, social media, and other venues at \$10,000 in Year 1.				
Construction – Not allowable.				
Other – Other costs include: basic needs grants for participants with the highest unmet needs at \$20,000 each year; catering services for consortium advisory committee meetings, which will rotate among the six partner campuses, at \$2,000 in Years 2 and 4; publication/ printing costs for outreach/marketing/dissemination at \$500 each year; and fees and related costs associated with concurrent enrollment program implementation and accreditation at \$12,500 in Year 1 and \$3,000 in Years 2-4 of the project period.				
Indirect Costs – Indirect costs are calculated using Rio Hondo College's negotiated indirect cost rate of 25% of modified total direct costs.				

University of La Verne	2022-23	2023-24	2024-25	2025-26
Personnel	\$ 83,459	\$ 86,929	\$ 90,573	\$ 94,399
Fringe Benefits	\$ 23,085	\$ 24,045	\$ 25,052	\$ 26,111
Travel	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
Equipment	\$ 0	\$ 0	\$ 0	\$ 0
Supplies	\$ 0	\$ 1,050	\$ 0	\$ 1,050
Contractual	\$ 20,000	\$ 10,000	\$ 0	\$ 0
Construction	\$ 0	\$ 0	\$ 0	\$ 0
Other	\$ 21,000	\$ 23,000	\$ 21,000	\$ 23,000
Indirect Costs	\$ 13,354	\$ 13,102	\$ 12,263	\$ 13,056
Total	\$ 166,898	\$ 164,126	\$ 154,888	\$ 163,616
Personnel – Personnel include: Transfer Specialist (0.25 FTE) to conduct targeted outreach to community college students for transfer to health programs of study at a salary of \$13,706 in Year 1; Case Management Coordinator (0.5 FTE) to coordinate specialized case management for transfer students most at risk of not completing targeted health programs of study at a salary of \$35,505 in Year 1; Job Development Coordinator (0.25 FTE) to engage employers in the development of clinical placements, work-based learning opportunities, and job placement for transfer students/graduates of targeted health programs of study at a salary of \$20,204 in Year 1; and Faculty (hourly) to participate in curriculum alignment and articulation meetings among consortium colleges at 4 faculty members x 2 semesters/year x 32 hours/semester x \$54.86/hour. Salaries/wages will be the same as those paid to existing personnel with similar job titles/functions and will increase by appropriate step allocation each year, when applicable.				
Fringe Benefits – Fringe benefits include: 18% retirement plan, 6.2% OASDI, 1.45% Medicare, 0.5% SUI, and 1.51% WC.				
Travel – Domestic travel to a conference(s) to be determined will provide three (3) health sciences faculty members the opportunity to gain relevant professional development. This travel will take place each year of the project period.				
Equipment – No request.				
Supplies – Promotional and general materials and supplies for consortium advisory committee meetings, which will rotate among the six partner campuses, in Years 2 and 4.				
Contractual – Contractual costs include: marketing services to develop student testimonials and other materials for various health programs of study for use in outreach on websites, social media, and other venues at \$10,000 in Years 1-2; and services for DEI faculty professional development or other services to support grant goals at \$10,000 in Year 1.				
Construction – Not allowable.				
Other – Other costs include: basic needs grants for participants with the highest unmet needs at \$20,000 each year; catering services for consortium advisory committee meetings, which will rotate among the six partner campuses, at \$2,000 in Years 2 and 4; and publication/printing costs for outreach/marketing/dissemination at \$1,000 each year of the project period.				
Indirect Costs – Indirect costs are calculated using the de minimus rate of 10% of modified total direct costs.				

Construction

Not allowable.

Other

As the lead applicant of the SGVHCC, Mt. San Antonio College (Mt. SAC) requests funds for the following other costs. A breakdown of each consortium partner's sub-award expenses, including other costs, is included in the *Contractual* section of this budget narrative.

Other	2022-23	2023-24	2024-25	2025-26
Basic needs grants	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Advisory committee meetings	\$ 2,000	\$ 0	\$ 0	\$ 2,000
Outreach/marketing/dissemination	\$ 11,800	\$ 11,800	\$ 11,800	\$ 11,800
Total	\$ 33,800	\$ 31,800	\$ 31,800	\$ 33,800
Basic needs grants – Basic needs grants for participants with the highest unmet needs.				
Consortium advisory committee meetings – Catering services for consortium advisory committee meetings, which will rotate among the six partner campuses three times annually or twice per institution during the project period.				
Outreach/marketing/dissemination – Publication/printing costs for outreach, marketing of health programs of study, and dissemination of grant products and results.				

Total Direct and Indirect Costs

As the lead applicant of the SGVHCC, Mt. SAC requests funds for the following total direct and indirect costs. A breakdown of each consortium partner's sub-award expenses, including total direct and indirect costs, is included in the *Contractual* section of this budget narrative.

Total Request	2022-23	2023-24	2024-25	2025-26
Total direct costs	\$ 1,180,354	\$ 1,159,654	\$ 1,139,500	\$ 1,149,129
Total indirect costs	\$ 90,007	\$ 91,854	\$ 93,732	\$ 95,770
Total	\$ 1,270,361	\$ 1,251,508	\$ 1,233,232	\$ 1,244,899
<i>Mt. SAC's federally negotiated indirect cost rate is 30% of personnel and fringe benefits. Please see attachments for a copy of Mt. SAC's NICRA.</i>				

Total Federal Request

As the lead applicant of the SGVHCC, Mt. SAC requests a grand total of \$5,000,000.

SGVHCC

Leveraged Resources

SGVHCC partner institutions of higher education (IHEs) will contribute significant in-kind resources to ensure the success of the proposed project. The partners have already committed in-kind resources, with high-level administrators, program directors, and faculty meeting regularly to contribute to the planning and development of this grant application. Additionally, the partners will commit the time and effort of personnel other than those employed by the project to ensure the project's successful implementation. Please refer to the *Documentation of Commitments* for a detailed description of each institution's commitment to the successful implementation of the proposed project and the long-term success of this initiative, as well as the commitments of the public workforce development system, employers, and other regional stakeholders.

SGVHCC partner IHEs will supplement grant funds with college resources. The table below briefly describes these leveraged resources by major category.

Overview of SGVHCC Leveraged Resources in Support of the Project	
Personnel	– Dean-level administrators, program directors, department chairs, and faculty members will contribute to the success of the project through regular participation in advisory committee meetings, data sharing meetings, curriculum alignment and articulation meetings, and other related meetings throughout the project period. These commitments are in addition to the staffing for programs of study, including part-time and full-time faculty and staff.
Space	– The IHEs have dedicated office space, classroom space, laboratory space, and meeting space for project personnel, cohort participants, advisory committee meetings, and grant activities. These spaces are easily accessible to students and visitors.
Equipment	– The IHEs will provide necessary equipment for project personnel and will leverage significant laboratory equipment already available to Health program participants.
Supplies	– The IHEs will contribute funds annually for instructional supplies that support all Health program participants.

In addition to the commitment of these resources across all SGVHCC partner IHEs, Mt. SAC will also commit the time and effort of personnel other than those employed by the SCC2 project in order to ensure the proper and efficient project administration. The following table provides a list of the departments to be involved and the types of services and resources to be provided.

Commitment of Mt. SAC Departments to Enhance the Project	
Grants	Oversight and monitoring of the grant to ensure compliance with federal regulations and maintenance of audit-ready files
Accounting	Oversight of accounts payable and receivable, verification of budgets, expenditures, and balances, and filing of draw-downs and expenditure reports with DOL
Administrative Services	Assistance from Purchasing, Risk Management, and Payroll Departments to ensure efficient project administration
Marketing & Communication	Assistance with production and posting of marketing materials, as well as preparation of press releases

Commitment of Mt. SAC Departments to Enhance the Project	
Information Technology	Helpdesk assistance for computer technology, training on software programs, collaboration with third-party evaluator as needed to run student data reports
Research & Institutional Effectiveness	Assistance with procurement of third-party evaluator; collaboration with third-party evaluator as needed to prepare data reports for all aspects of the grant project
Professional & Org. Development	Supplementary funding for conference and travel costs; professional development offerings for project personnel

In addition, cohort participants will have access to a variety of support services among the SGVHCC IHEs. In addition to referring students to these programs and services, the partners will also conduct targeted outreach to these programs to inform students about Health career programs and pathways. Programs may have different names at each campus.

Cohort Participant Referral Sources at SGVHCC Institutions	
Tutoring Centers	Students with academic need
DSP&S	Students with verified disabilities
Basic Needs	Students who are low-income and/or experiencing housing instability, food insecurity, and other emergency/crisis situations
CalWORKs	Low-income, welfare-to-work recipients, and re-entry students
Counseling	Low-income, first-generation, and placed on academic probation
EOPS/CARE	Low-income, first-generation, and educationally disadvantaged
Financial Aid	Those who qualify for Pell Grants and other federal financial aid, foster youth, veterans, and TANF recipients with educational goals
High School Outreach	First-time freshmen who are low-income and first-generation
Foster Youth Programs	Current or former foster youth
TRIO SSS	Low-income, first-generation, and/or disabled college students
Career Centers	Students wanting to acquire employment skills
Rising Scholars	Justice-impacted and formerly incarcerated students
Health Services	Students in need of mental or physical health services
Transfer Centers	Students seeking assistance with transfer preparation
Veterans Resources	Veterans and eligible dependents

University of La Verne also leverages significant resources to the benefit of the community college programs, include existing articulation agreements and a commitment to expanding articulation agreements with the SGVHCC colleges. Support services available to transfer students include a peer mentor program for students with built-in academic advising and career development components. The peer mentoring program focuses on developing a roadmap to ensure transfer students graduate in a timely manner. Various touch points are implemented to ensure that students are supported in all facets of their educational trajectory. For instance, students develop work readiness skills and internship support as part of their career development. Peer mentoring also has an alumni mentoring component, which connects alumni of the university with existing students to enhance their professional development.

In addition to the aforementioned leveraged resources and in-kind commitments, each of the SGVHCC IHEs has secured various private, state, and federal grants that enhance the targeted Health programs of study and will be leveraged to support the goals of the proposed project. Many of these grants are multi-year projects, but the following table summarizes only the funding available during FY 2022-23.

Total Leveraged FY 2022-23 Grant Funds Among SGVHCC Colleges	
Mt. San Antonio College	
California Department of Health Care Access & Information (HCAI): Song-Brown Health Care Workforce Training Program, Registered Nurse Education	\$ 160,000
Arthur N. Rupe Foundation: Certified Nursing Assistant Program Grant	\$ 30,000
California Department of HCAI: Health Careers Exploration Program	\$ 12,000
Foundation for California Community Colleges (CCC): Nursing Education Investment Grants Program	\$ 115,496
California Department of Health Care Services through Social Model Recovery Systems: Behavioral Health Mentored Internship Program	\$ 9,400
CCC Chancellor's Office: Nursing Education Program Support	\$ 262,448
U.S. Department of Education: Congressionally Funded Community Projects: Short-term Vocational Apprenticeship Programs in Health Career Pathways	\$ 515,000
U.S. Department of Education: Rethink Adult Education, Pre-apprenticeships in Health Career Pathways	\$ 100,000
CCC Chancellor's Office: Strong Workforce Regional, Allied Health	\$ 38,500
CCC Chancellor's Office: Strong Workforce Regional, Noncredit Pathways	\$ 180,000
Citrus College	
CCC Chancellor's Office: Strong Workforce Regional, Noncredit Pathways	\$ 37,500
Glendale Community College	
CCC Chancellor's Office: Strong Workforce Regional, Noncredit Pathways	\$ 75,000
U.S. Department of Education, Perkins CTE Grants	\$ 21,500
Pasadena City College	
CCC Chancellor's Office: Nursing Education Program Support	\$ 150,000
CCC Chancellor's Office: Strong Workforce Regional, Allied Health	\$ 55,000
CCC Chancellor's Office: Strong Workforce Regional, Noncredit Pathways	\$ 37,500
CCC Chancellor's Office: Strong Workforce Local, Dental Assistant	\$ 26,000
Rio Hondo College	
California Department of HCAI: Song-Brown Health Care Workforce Training Program, Registered Nurse Education	\$ 192,000
Arthur N. Rupe Foundation: Certified Nursing Assistant Program Grant	\$ 35,000
CCC Chancellor's Office: CNA Program Support	\$ 225,000
CCC Chancellor's Office: Nursing Education Program Support	\$ 202,963
CCC Chancellor's Office: Strong Workforce Regional, Allied Health	\$ 55,000
CCC Chancellor's Office: Strong Workforce Regional, Noncredit Pathways	\$ 37,500
U.S. Department of Education, Perkins CTE Grants	\$ 71,920
Total Leveraged Grant Funds	\$ 2,644,727

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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A. Statement of Need

1. Equity Gap Analysis

The proposed consortium – San Gabriel Valley Health Careers Consortium (SGVHCC) – includes five community colleges and one university located in the San Gabriel Valley of Los Angeles (LA) County: Mt. San Antonio College, Citrus College, Glendale Community College, Pasadena City College, Rio Hondo College, and University of La Verne. All six institutions are federally designated Hispanic-Serving Institutions. Collectively, during fall 2021, the community colleges enrolled 55.5% Latinx students, 17.5% white students, 17.0% Asian students, and 10% students from other ethnic groups.¹ The vast majority (78%) of students receive financial aid, with an average 49% of first-time, full-time students receiving Pell grants.² Within the colleges' Health programs, an average 81% of students are considered economically disadvantaged.³

Among SGVHCC colleges, the course retention, course success, and persistence rates for Latinx students are disproportionately lower than those of Asian and white students. Students enrolling in noncredit vocational programs, including short-term Health programs, report that the most significant barriers to employment are low literacy levels, low income levels, cultural barriers, being a displaced homemaker, and being a single parent.⁴ In addition, the consortium's Latinx students experience equity gaps in earnings after completing Health programs of study. Latinx graduates report achieving significantly lower median annual earnings after Health program completion, earning on average approximately \$6,400 less annually than white graduates. Throughout the region, among all racial/ethnic groups, Latinx individuals are the least likely to attain a living wage in the year immediately following Health program completion.⁵

In addition to facing a growing healthcare professional shortage, California's healthcare workforce does not reflect the diversity of the state's population. Latinx individuals account for

39% of the California population but only 10% of the registered nurse (RN) workforce.⁶ This gap is even wider in LA County, where Latinx individuals make up 49% of the population but only 13% of the RN workforce.⁷ In contrast, lower-paying jobs in health care are held predominately by people of color, who account for 77% of California's direct care workforce.⁸

The COVID-19 pandemic brought into sharp focus the health inequities and healthcare disparities that have long existed among racial and ethnic minority groups and low-income individuals. The California Health Care Foundation estimates that nearly 3.7 million residents of LA County currently live in a Health Professional Shortage Area (HPSA), which means that they have limited access to medical, dental, and mental health providers. Individuals living in HPSAs are disproportionately from minoritized groups. Research shows that Latinx, Black, and Native American health professionals are more likely to practice in these underserved communities. Additionally, research shows that healthcare access and health outcomes also improve when patients have healthcare practitioners from similar racial/ethnic backgrounds.⁹ Improving racial and ethnic diversity along the continuum of healthcare professions is essential to the long-term health and economic outcomes of the LA region.

Historically, SGVHCC colleges have had no difficulty in recruiting students interested in Health programs, which have consistently had more demand than slots available. However, enrollments in some programs have declined since the COVID-19 pandemic, just as community college enrollments across the nation have been slow to rebound. Moreover, some Health programs of study have experienced increased attrition since the onset of the pandemic, with students expressing greater need for supportive services and basic needs resources.

Short-term noncredit programs have more flexibility in adding sections to meet student and employer demand, but longer-term credit programs are limited in growth capacity. The

single greatest limitation for SGVHCC's Health programs is lack of clinical placements among healthcare facilities. Community colleges offer affordable programs of study that meet high academic standards and lead to improved outcomes for low-income and underrepresented students. However, in densely populated LA County, community colleges not only compete for clinical placements with each other but also with various for-profit colleges.

In summary, SGVHCC has identified the following equity and capacity gaps: students face barriers to enrollment in and completion of Health programs of study among the consortium institutions; low-income, Latinx, and other disproportionately impacted groups experience equity gaps in academic outcomes, employment, and earnings; the racial/ethnic diversity of the healthcare workforce is not reflective of the general population; minoritized populations in the region experience health inequities; limited clinical placements create a bottleneck for Health programs, further limiting the pipeline of well-qualified, diverse healthcare professionals to fill the significant demand among employers in the healthcare industry.

2. Target Industries, Occupations, and Employer Demand

This consortium application is focused on the healthcare industry sector. SGVHCC colleges offers a robust catalog of Health programs of study, from short-term vocational noncredit programs to associate degree programs to baccalaureate degree programs in collaboration with universities. The proposed project will focus on strategies that improve all of the consortium's Health programs, with an emphasis on occupations listed in the table on page 5.

The Bureau of Labor Statistics (BLS) *Occupational Outlook Handbook* projects 16% job growth among healthcare occupations between 2020 and 2030. This accounts for 2.6 million additional job openings nationwide, not including vacancies due to retirements or resignations. This growth rate is much faster than the average projected growth rate among all occupations.

The BLS also indicates that the aging population is expected to lead to a greater need for healthcare services, further emphasizing the need for highly trained healthcare workers.¹⁰

The COVID-19 pandemic exacerbated an already over-taxed healthcare system. California's occupational projections published just prior to the pandemic show the need for 238,430 new RN positions statewide between 2018 and 2028.¹¹ Similarly, California is projected to need an additional 500,000 allied health workers by 2024.¹² A 2022 poll of American healthcare workers revealed that 23% say they are likely to leave the field in the near future, and more than half report feeling "burned out."¹³

The LA County Workforce Development Board has identified the healthcare industry as a high-growth sector and one of the industries that will provide a base for the region's economic recovery in the coming years.¹⁴ Additionally, an analysis conducted by the LA County Center of Excellence shows that healthcare companies have a much greater concentration of job postings in 2022 than any other sector in the county, with seven of the top ten employers in the first quarter of 2022 representing the healthcare industry.¹⁵

In the LA County region, the demand for healthcare occupations overall is projected to grow by 16% by 2028 (based on 2018 benchmark data).¹¹ Within the San Gabriel Valley, the healthcare industry is the largest employer by far, with more than 129,700 workers and accounting for 22% of all nonfarm payroll jobs in the region.¹⁶ The following table shows the projected regional need for the targeted healthcare occupations as well as the mean wages for these occupations according to data from the California Employment Development Department. Within these occupational areas, total job openings in LA County will account for 28% of the projected statewide growth. The increased demand and growing vacancies emphasize the importance of creating a pipeline of future healthcare workers.

Occupational Projections (2018-2028)¹¹ and Wage Statistics¹⁷ in Targeted Occupations					
Occupation	Employment		Growth Rate	Mean Wage	Total Job Openings
	Est.	Proj.			
31-1001: Home Health Aides	8,020	10,030	25.1	\$15.98	12,120
31-1014: Cert. Nursing Asst. (CNA)	34,730	39,530	13.8	\$19.04	46,410
29-2061: Lic. Voc. Nurses (LVN)	18,960	21,600	13.9	\$30.62	18,090
29-1141: RN	81,610	94,000	15.2	\$55.27	59,280
29-2041: EMT & Paramedics	4,300	4,690	9.1	\$22.55	3,380
51-9081: Dental Laboratory Tech.	1,570	1,760	12.1	\$20.78	2,240
31-9091: Dental Assistants	12,600	14,370	14.0	\$22.38	16,870
29-2021: Dental Hygienists	4,620	5,250	13.6	\$56.45	3,940
31-9092: Medical Assistants	24,200	29,980	23.9	\$19.78	35,630
21-1018: Addiction Counseling	9,750	12,390	27.1	\$27.42	13,970
29-2071: Health Information Tech.	6,350	7,120	12.1	\$33.62	5,050
29-2099: Orthopedic Technicians	6,210	7,430	19.6	\$26.51	5,840
29-2053: Psychiatric Technicians	1,390	1,550	11.5	\$25.88	1,350
29-2034: Radiologic Technologists	4,540	5,180	14.1	\$43.94	3,310
29-1126: Respiratory Therapists	4,990	6,290	26.1	\$41.78	4,280
Total Occupations	226,570	264,100	16.6	\$36.20	232,900

B. Expected Outcomes and Outputs

1. Logic Model

SGVHCC's proposed project will have the following desired impacts: (1) well-articulated Health programs that meet industry demands and student needs; (2) pipeline of well-qualified Health program graduates who mirror the diversity of the population at large; (3) improved economic mobility for underrepresented students; (4) enhanced partnerships among institutions of higher education, employers, and the workforce development system; (5) regional capacity to access, understand, and use data to measure the impact of strategies and to make program improvements; and (6) sustainable systems change to close equity gaps and improve program outcomes. The consortium's *Logic Model* (see required attachments) provides a system components table that includes inputs, activities, outputs, outcomes, and desired impacts, as well as a theory of change that shows the problems to be solved, community needs and assets, desired results, influential factors, strategies, and assumptions.

2. Capacity-Building and Equity Performance Outcomes

SGVHCC's performance outcomes include three capacity-building outcomes and two equity outcomes that are inter-related and flow from the equity gap analysis and *Logic Model*. Following is a brief description of each of these performance outcomes, which are detailed at length in the *Performance Outcomes Table* (see required attachments), including type or direction of change, unit of measurement, outcome target, current state/baseline, grant-funded programs of study, target populations, definitions that demonstrate or explain when the project achieves the outcome target, timeframe for completion, plans for sustainability, and rationale.

Performance Outcomes for SGVHCC
<i>Capacity-Building Outcome Statement 1:</i> Implement a multi-faceted outreach plan to inform and guide low-income, Latinx, and other underrepresented students into Health programs of study that match their interests, aptitude, skill sets, and long-term career goals.
<i>Capacity-Building Outcome Statement 2:</i> Launch an employer engagement campaign to ensure sufficient clinical placements for students enrolled in Health programs of study and to create a pipeline of diverse, well-prepared graduates for long-term job placement.
<i>Capacity-Building Outcome Statement 3:</i> Develop a regional data tracking system and data sharing plan that disaggregates student data within the consortium's Health programs of study and tracks employment outcomes for program graduates.
<i>Equity Outcome Statement 1:</i> Implement an onboarding process for students entering Health programs of study that identifies needs and barriers to completion and provides wraparound support based on identified needs.
<i>Equity Outcome Statement 2:</i> Improve the economic mobility of low-income, Latinx, and other underrepresented populations by accelerating students along Health career pathways, from certificates to baccalaureate degrees, and into jobs related to their field of study.

3. Participant Tracking Plan

SGVHCC will track participants enrolled in the following Health programs of study:

Nursing Pathway – Home Health Aide, CNA, LVN, RN; *Emergency Medical Services Pathway* – Emergency Medical Technician, Paramedic; *Dental Pathway* – Dental Laboratory Technician, Dental Assistant, Dental Hygienist; *Medical Assisting Pathway* – Medical Assistant, Clinical Medical Assistant; Addiction Counseling; Health Information Technology; Orthopedic Assistant; Psychiatric Technician; Radiologic Technologist; and Respiratory Therapist.

These programs are central to the project design, leading to high-demand jobs, as evidenced by regional occupational projections on page 5. An important component of the proposed project is informing students about the variety of Health programs of study and then guiding them into appropriate programs. These identified programs offer clear pathways for students, from entry-level positions to high-wage jobs in the healthcare field, as well as pathways into baccalaureate programs (e.g., Associate of Science to Bachelor of Science in Nursing, Associate of Science to Bachelor of Science in Radiologic Sciences).

SGVHCC colleges already track and report program enrollments and completions through the statewide Chancellor's Office Management Information System (COMIS). Programs of study are assigned specific taxonomy of programs (TOP) codes. As such, SGVHCC colleges will track enrollment according to the following established statewide metric: have a record in the Student Enrollment Data Elements file on a TOP code assigned to a vocational sector in the selected year; are enrolled as a non-Special Admit student in at least one primary term of the selected year; and took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any noncredit course at any college in the selected year.

The aforementioned COMIS system also collects colleges' disaggregated student data, including by gender, race/ethnicity, age group, and socioeconomic status. Throughout the grant period, SGVHCC will track this information for each grant-enhanced program of study to identify progress in closing equity gaps and to track progress in meeting the outcome targets identified in the *Performance Outcomes Table* (see required attachments).

The statewide reporting system includes WIOA indicators regarding employment rates, median earnings, employment retention, credential attainment, and measurable skills gains among program completers. Additionally, the CTE Outcomes Survey (CTEOS), sent to all CTE

program completers, provides other employment and earnings data. In addition to leveraging the statewide reporting system, SGVHCC's Project Director will coordinate the tracking of participant-level data using DOL's Workforce Integrated Performance System. The consortium will also track the program-specific performance measures to be included in the SCC2 quarterly performance reports and any additional metrics requested by the DOL. SGVHCC colleges are well-positioned to track the SCC2-required metrics, and they also have plans for ongoing collaborative data sharing and analysis to track progress in closing equity gaps. Please also refer to the participant cohort tracking section of the *Project Work Plan* (see required attachments).

4. Sustainable Systems Change Plan

SGVHCC recognizes that only through continued commitment will substantial and enduring solutions to institutional and system problems be realized.¹⁸ DOL funds will be used to promote changes in outreach to and enrollment of students, holistic support and wraparound services for students, engagement of employers, accelerating career pathways, and data systems improvement among the consortium institutions. SGVHCC will leverage substantial resources to supplement DOL funds during the grant period and are committed to sustaining the systems change that emerges as a result of this grant project. Thus, the partners have designed the proposed project with sustainability at the forefront of all planning activities.¹⁹

As will be detailed in later sections of this *Project Narrative*, SGVHCC partners have identified strategies to address common problems impacting the region. Many of these strategies, once developed and implemented, will be folded into the ongoing operations of the colleges and/or the identified programs of study. Additionally, SGVHCC will leverage existing resources and structures to ensure a more lasting impact and likelihood of sustaining the core program elements. For example, SGVHCC colleges already collaborate as part of the LA Regional

Consortium (LARC), which consists of 19 community colleges in LA County, to coordinate, collaborate, organize, and facilitate regional projects that focus on career pathways. SGVHCC will leverage the work produced by LARC's funded projects and will disseminate the project's products and results with the LARC's colleges. This collective impact approach provides the foundation for sustainable systems change.²⁰

SGVHCC anticipates that the proposed strategies will increase enrollment, retention, and completion in targeted Health programs of study, which will directly increase tuition collections and state reimbursement. Additionally, the partners already have strong relationships with each other and with employers. An SCC2 grant would provide important seed funding at a perfect time in the development of these extended partnerships and activities. However, SGVHCC plans to expand outreach and service efforts beyond grant funding, as this is an important step in maintaining economically healthy communities in the long term. Please refer to *Documentation of Commitments* and the *Project Work Plan* in the required attachments for additional details about SGVHCC's plans for leveraging resources and sustaining systems change.

Through the ongoing research and monitoring of specific program interventions, documented findings will enable SGVHCC to continue to successfully implement models that improve the achievement of low-income, Latinx, and other underrepresented students. The proposed project will pilot various activities, assess their effectiveness, make appropriate adjustments based on the detailed data analysis, and continue to offer those strategies and programs that best serve students and close equity gaps.²¹ Additionally, dissemination of these findings regionally through LARC, statewide, and nationally, will provide other institutions of higher education with examples and models to be instituted on their campuses to improve achievement and service delivery to students from diverse backgrounds.

C. Project Design

1. Institutions of Higher Education Selection

Led by Mt. San Antonio College (Mt. SAC), SGVHCC is an affinity-focused consortium, representing five community colleges and one university located in the San Gabriel Valley of LA County. All six institutions are federally designated Hispanic-Serving Institutions, and all are considered Qualified Institutions, as documented in the *Letters Identifying Eligibility from the U.S. Department of Education* (see required attachments). As previously discussed, the SGVHCC colleges regularly collaborate through the LARC, which consists of 19 community colleges in LA County that collaborate to ensure workforce training is provided to all in a way that is accessible, efficient, responsive, data-driven, and focused on improving outcomes.

Ultimately, SGVHCC aims to implement sustainable systems change to close equity gaps and improve program outcomes among low-income, Latinx, and other students traditionally underrepresented in higher education and within high-wage healthcare occupations. Providing educational opportunities and job placement within family-sustaining jobs in the healthcare industry not only provides opportunities for economic mobility for participants; their employment in the healthcare industry also promotes health equity among these populations within LA County. Each of the higher education partners have provided *Documentation of Commitments* (see required attachments) that demonstrate their engagement in the project.

2. Advancing Equity

SGVHCC colleges face numerous challenges in expanding their Health programs to meet student needs and employer demands for qualified healthcare workers from diverse backgrounds. The proposed project seeks to address these capacity issues while simultaneously closing equity

gaps through the implementation of strategies that lead to sustainable systems change. The project's major components are described in detail in the following sections.

Outreach and recruitment. Nationwide, college enrollments have declined by more than a million students since before the pandemic began; public community colleges have experienced the largest enrollment decline at 13%.²² These enrollment declines have most significantly affected low-income students, students of color, and first-generation college students. Wages for low-skill jobs have increased significantly during the pandemic, and those who may have otherwise chosen college have entered the workforce. The choice to work instead of attend college has also been influenced by family and financial obligations, with low-income and adult students facing obstacles to college enrollment. While the trade-off of a college education for a job may lead to short-term gains for workers, it undermines earnings potential in the long term.²³

Community college short-term vocational programs can be a foot in the door to family-sustaining careers for underrepresented adults. Incumbent healthcare workers in entry-level positions can benefit from community college health career pathways. Low-income students with goals of earning baccalaureate degrees and beyond can save time and money by starting at a community college. SGVHCC colleges offer affordable Health programs of study that meet the needs of a broad range of students and lead to good-paying jobs in this high-demand industry sector. Reaching these potential students, amid declining enrollment overall, is a top priority.

SGVHCC will develop and launch a multi-faceted outreach plan to attract underrepresented students to enroll in health programs. The partners will leverage the work produced by the LARC's Strong Workforce Program's "LA Allied Health 2021-2022 Plan," which is developing a digital brochure of community college allied health programs, a regional map of pre-requisites needed for health programs, and a toolbox for counselors to better guide

students into health programs of study. SGVHCC will ensure that college counselors, high school outreach staff, and other relevant staff are aware of and regularly using these tools.

This outreach plan will also include the development of student testimonials and success stories from a diverse student population. This plan will include targeted outreach to guide students into careers they may not have previously considered and for which certain populations are underrepresented (e.g., men in nursing, women in radiologic technology). Additionally, targeted outreach to first-time students under the age of 25, who are underrepresented in SGVHCC's Health programs,³ will inform them about the variety of career options in the health field that are high-growth and high-wage. Recruiting students from underrepresented backgrounds into health careers not only improves their economic mobility but also creates a more diverse healthcare workforce, which can have lasting, positive impacts on health equity.²⁴

Holistic support and wraparound services. The California Future Health Workforce Commission has made several recommendations for meeting the demand for healthcare. Two of these recommendations speak directly to the role of community colleges: (1) expand and scale pipeline programs to recruit and prepare students from underrepresented and low-income backgrounds for health careers with mentorship, academic, career, and psychosocial support, and (2) recruit and support college students, including community college students, from underrepresented regions and backgrounds to pursue health careers, and form associated partnerships that provide academic, advising, and health career development support.²⁵

Community colleges have long offered a variety of student support services. However, as colleges have advanced a guided pathways approach, the need for holistic support of students' academic, career, and personal development has become clear. The pandemic further contributed to concerns among low-income and underrepresented students. The rigor of health programs and

the required unpaid clinical component produce additional stressors for this student population. Faculty are not always aware of the depth of barriers that students face, preventing early intervention and referral to services that could keep students on track.

SGVHCC will develop a pre-entry survey for students enrolling in the colleges' Health programs. This survey will assess student needs for academic, financial, mental health, and other supportive services. Survey results will help faculty and administrators to better understand the barriers that students face, enabling them to proactively provide targeted support and referrals to additional services if needed.²⁶ The project will leverage professional development opportunities for faculty on equitable teaching practices and strategies for supporting underrepresented students and closing equity gaps.²⁷ The colleges will leverage their existing resources but also dedicated case management to address the individualized needs of students most at risk of not completing Health programs.²⁸ Additionally, to help address students' financial barriers,²⁹ SGVHCC will set aside a portion of grant funds to address the child care, transportation, housing, and program-related costs for those students most in need additional support.³⁰

Employer engagement. The single greatest capacity limitation for SGVHCC's Health programs is a lack of clinical placements among regional healthcare facilities. Unlike other industry sectors, supervised clinical training in the field is a requirement for students wanting to become licensed healthcare workers. The number of required clinical hours varies depending on the program, but classroom instruction must be supplemented with some level of clinical training. These requirements create a bottleneck in the pipeline as community colleges compete with each other and with for-profit institutions for clinical placements for their students.

This increased competition from for-profit institutions is particularly problematic. For-profit colleges spend less money on instruction per tuition dollar collected than any other

segment of higher education. While for-profit colleges enroll just 8% of all postsecondary students, they account for 30% of student loan defaults.³¹ Students frequently amass unsurmountable student loan debt, and they receive a lower-quality education and preparation for the workforce.³² Community colleges offer a much more affordable and higher quality education, but they still must compete with sub-par institutions for limited clinical placements.

Finding clinical placements for health program students and job placements for graduates is constrained at both the college and employer ends. SGVHCC's colleges have limited capacity to establish clinical placements and job placements for students; employers often do not have a designated person for establishing these placements either. Yet employers have a massive need for qualified employees across the health professions. Colleges and employers must collaborate in order to fill the ongoing and future talent shortage in the healthcare field.³³

SGVHCC will develop an advocacy campaign directed at regional employers to: (1) prioritize community college students for clinical placements; (2) educate employers about the career pathways offered at SGVHCC colleges, including university articulation programs; (3) introduce a diverse and highly qualified pipeline of community college graduates that can help employers meet their diversity, equity, and inclusion goals; (4) explore ways that employers can connect incumbent workers to SGVHCC college programs to upgrade skills and certifications; and (5) to assess employers' needs for new training programs that meet labor market demands.³⁴

SGVHCC colleges will establish and/or enhance employer liaisons to identify additional clinical placements, internships, and long-term job placements. This work will be further coordinated by the Project Director, who will also engage the public workforce development system, to identify paid on-the-job training opportunities for students and job placements for completers. Throughout the project period, SGVHCC will engage stakeholders in advisory

committee meetings to inform the project, establish new work-based learning opportunities, connect community college health program graduates to job opportunities, and explore new program strategies to increase the pipeline of qualified healthcare professionals.

3. Accelerated Career Pathways

Students enrolling in Health programs at SGVHCC colleges seek opportunities for work or upward mobility in the healthcare field. Some students are new to college, while others are incumbent healthcare workers wanting to upgrade their clinical skills. Many students pursue short-term training leading to immediate employment, while others desire educational pathways that will lead to a bachelor's degree or beyond. SGVHCC proposes an approach that offers a variety of in-demand Health programs and Health career pathways, which are listed on page 6.

Accelerating career pathways. Community college noncredit programs support students as they work toward a career or college pathway. In addition to providing industry-recognized certifications and credentials, noncredit programs provide tuition-free opportunities for students, particularly low-income and other underrepresented populations, to increase their literacy skills, access work-based learning, strengthen their self-sufficiency, and/or prepare for the transition to credit programs. Noncredit-to-credit career pathways provide an opportunity for advanced training, stackable certificates, and eventually earning a living wage.

Home Health Aide and CNA programs are short-term vocational programs that provide students with opportunities for immediate employment and are two of the fastest-growing occupations within the healthcare industry. While these entry-level jobs are in high demand, they are less likely than other healthcare occupations to provide a family-sustaining wage with full benefits and consistent scheduling. These job classifications also experience higher rates of turnover than other healthcare occupations.³⁵ Since these roles are also disproportionately held

by women of color, providing opportunities for them to continue along educational pathways will contribute to diversifying healthcare professions along the continuum.

The other core grant components described in the preceding narrative are interconnected and serve to enroll students in and move them through Health career pathways. Guiding students to programs that fit their aptitude, skill sets, interests, and goals is the first step in getting them on the right path for success.³⁶ Holistically supporting them with wraparound services and case management, while leveraging the extensive academic, financial, and counseling support that colleges already offer, improves course outcomes and program retention.³⁷ Establishing robust partnerships with regional employers ensures that students have clinical placements and long-term job prospects when they successfully complete their program of study.³⁸

SGVHCC colleges offer pathways into nursing and allied health occupations, from certificate programs to associate degrees to articulation pathways to baccalaureate degrees. Encouraging students to move along these educational pathways can lead to economic mobility for low-income and underrepresented students. Engaging employers to provide career advancement training for incumbent workers also creates a pipeline of reliable employees to fill the unprecedented number of vacancies in hospitals and other healthcare facilities.

Through their noncredit and continuing education programs, SGVHCC colleges have the ability to customize and quickly implement programs and services to meet students' emerging needs. Moreover, they can develop new programs that are shown to be in high-demand among industry partners. Offering low- or no-cost programs that lead to immediate employment, as well as pathways to credit programs, attracts students from low-income and underrepresented backgrounds, including displaced workers, underemployed, or unemployed.

SGVHCC will strengthen collaboration between noncredit and credit programs to promote the transition of noncredit students into credit Health programs. These efforts will build upon SGVHCC colleges' work on noncredit career pathways through LARC-funded initiatives, including contextualized courses, short-term training, and noncredit career education support. They will leverage state and federal funds allocated for noncredit programs and the workforce development system's ancillary services. SGVHCC will also engage employers to identify incumbent workers who want to upgrade skills and move along Health career pathways.³⁹

SGVHCC colleges will also work toward the standardization of pre-requisite and program requirements in Health programs of study. The LARC colleges are already working on this standardization and articulation in Registered Nurse programs. However, SGVHCC colleges will expand these faculty discussions to other programs common among the community colleges. This will ensure that students enrolling in and completing Health programs have consistent experiences and could more easily move among the region's colleges as needed.

SGVHCC community colleges will further enhance their partnerships with University of La Verne and other universities to provide faster time to completion of baccalaureate degrees in targeted health programs. Each of the SGVHCC colleges already offers ADN to BSN programs with various university partners, and some of the colleges have articulation agreements for allied health programs into bachelor's degree programs. SGVHCC will explore other partnerships that can provide pathway opportunities for students wishing to advance in the healthcare field.⁴⁰

University of La Verne will work with the SGVHCC community colleges to establish articulation agreements and support for community college students transferring to baccalaureate programs.⁴² In addition to articulating community college credits for the benefit of transfer students, the project will ensure that SGVHCC students receive a warm handoff when

transitioning to University of La Verne programs, including a transfer specialist, case management, and basic needs support. While these transitions will not create immediate employment and earnings outcomes for grant reporting purposes, SGVHCC will ensure that students who desire baccalaureate degrees have clear, smooth pathways to meet these goals.

Data systems improvement. SGVHCC colleges regularly review labor market data and employer scans to improve and expand programs and pathways into high-growth, living-wage occupations. This ongoing analysis enables the colleges to customize and implement programs and services to meet the needs of regional labor market demands. In addition, they analyze student data to determine enrollment, retention, and achievement, as well as to identify equity gaps for disproportionately impacted populations. This data is helpful in identifying areas in need of improvement and targeting services to improve the outcomes for underrepresented students. However, SGVHCC colleges do not have a mechanism for sharing data among their institutions, though students frequently take courses at more than one college during their academic careers.

SGVHCC has less complete information regarding employment outcomes for program completers. California tracks employment and earnings outcomes for community college students through several tools. The most relevant source for drilling down to Health programs of study is the CTEOS, which is sent to students who complete noncredit and credit career education programs. This survey has a relatively high response rate (33%); however, it provides an incomplete picture of the employment outcomes for program completers. The results lag by at least two years, and the lowest earners are less likely to respond to the survey.⁴¹

SGVHCC will develop a regional data tracking and sharing plan that enables the consortium to disaggregate students within programs and follow up with them after program completion and into employment. SGVHCC will conduct a salary survey among regional

employers to gain a baseline understanding of the San Gabriel Valley’s median earnings for various allied health and nursing occupations. This information will also be helpful in continued outreach and guidance to students interested in Health career pathways.

A targeted survey to Health program graduates of SGVHCC colleges will gather more consistent and relevant information than the available tools can provide. This will also enable the consortium to understand how students move along Health pathways, as well as to measure the impact of targeted programs on graduates’ economic mobility. It will further help the colleges assess their effectiveness in closing equity gaps. Finally, SGVHCC will make recommendations to the statewide Chancellor’s Office regarding improvements to the statewide tools in an effort to promote sustainable systems change that can benefit all of California’s community colleges.

4. Demonstration of Employer and Industry Engagement

SGVHCC has many long-standing partnerships with regional employers in the project’s targeted Health occupations. The colleges cultivate these and new partnerships to advance clinical placements, internships, externships, apprenticeships, and ultimately job placements. Additionally, SGVHCC colleges adapt existing programs and curriculum based on the evolving, real-world needs of the healthcare industry, and healthcare employers inform the colleges of emerging needs for new programs and pathways. In addition, due to Health programs’ clinical requirements, strong employer partnerships are critical to their success and growth.

As active partners with SGVHCC, employers will be involved in the following ways: participating on the regional advisory committee to inform the project implementation, provide feedback, and make recommendations regarding specific program components; continuing to assist colleges in identifying and mapping the necessary skills and competencies required for relevant Health programs of study; contributing to SGVHCC’s data analysis by completing the

employer survey; providing clinical placements for students enrolled in Health programs of study; exploring opportunities for incumbent workers to upgrade skills for employment mobility; developing work-based learning opportunities, where possible, for cohort participants; and hiring qualified graduates of the consortium's Health programs of study.

SGVHCC also has the support of the Hospital Association of Southern California, a trade association representing over 180 hospitals and 40 health systems that advocates for educational programs to increase the health workforce pipeline. Additionally, all of the consortium institutions are members of the San Gabriel Valley Economic Partnership, which connects businesses with educational institutions to expand the pool of skilled and work-ready graduates and professionals in growing job sectors. The Partnership has committed to providing support with industry recruitment, advisory committee development, and advocating for employers to offer clinical placements and job placements in health career pathways.

Please see the *Documentation of Commitments* in the required attachments for evidence of these collaborations with employers, trade associations, and non-profit organizations.

5. Demonstration of Workforce Development System Engagement

SGVHCC has close partnerships with regional America's Job Centers of California (AJCCs), who have extensive contacts with industry, as well as the LA County Workforce Development Board (WDB), which provides oversight of AJCC business services. The AJCCs support training programs by providing funding for on-the-job-training partnerships, supportive services to trainees, and business services to employers that support employment and development of LA County's workforce. One of WDB's targeted industries is healthcare.

Representatives from the AJCCs will sit on SGVHCC's advisory committee, identify and refer appropriate candidates for participation in the identified programs of study, and assist the

colleges in connecting with employers to provide on-the-job training, internships, and job placement for participants. Through this SCC2 project and other healthcare initiatives at the colleges, the AJCCs have committed at least \$110,000 in on-the-job-training funds to SGVHCC colleges' Health programs of study. Please see the *Documentation of Commitments* in the required attachments for evidence of collaboration with workforce development system partners.

6. Required Third-Party Evaluation Procurement Plan

As the lead applicant, Mt. SAC will procure a third-party evaluator with input from consortium partners. Please refer to the *Third-Party Evaluation Procurement Plan* as well as the timeline of third-party evaluation activities in the *Project Work Plan*, both in the required attachments. SGVHCC has allocated sufficient funding in the proposed budget, at 3% of the total grant budget, to ensure adequate third-party evaluation services.

7. Project Work Plan

SGVHCC has developed a work plan that details activities associated with project start up and management, third-party evaluation, and participant cohort tracking, as well as key milestones and deliverables necessary to accomplish the identified capacity-building and equity performance outcomes. The *Project Work Plan*, which is included in the required attachments, clearly identifies the project's major activities, a timeline for these activities, outputs associated with completing activities, and the entity(ies) responsible for meeting these activities.

D. Organizational, Administrative, and Fiscal Capacity

Mt. SAC will hire a full-time Project Director to oversee the day-to-day operations of the project and to lead SGVHCC's activities. The following table provides a summary of the Project Director's primary responsibilities and required education, experience, and knowledge/abilities. The *SF-424A* and *Budget Narrative* detail the related costs. SGVHCC has also developed an

Organizational Chart that identifies the structure of the relationships of all partners involved in the project. These documents may be found in the required attachments.

SGVHCC Project Director (1.0 FTE for Four Years)
<p>Primary Responsibilities: Provide overall leadership to and manage all aspects of the SCC2 project. Facilitate and coordinate with consortium member institutions, employers, the public workforce development system, and other stakeholders. Express an informed understanding of grant objectives to all internal and external constituencies. Coordinate activities with consortium partners in a manner that will facilitate maximum effectiveness and utilization of program resources. Authorize all expenditures, maintain control over budget, and assume responsibility for appropriate utilization of funds. Facilitate the procurement of a third-party evaluator. Remain thoroughly informed regarding DOL policies and grant terms/conditions. Ensure adherence to all applicable local, state, and federal requirements. Oversee preparation and submission of required fiscal and annual reports to the college, the consortium, and to DOL. Serve as the liaison to the third-party evaluator to analyze data and evaluate progress on achievement of grant outcomes. Work with the consortium's administrators, faculty, and staff to institutionalize new practices and improvements and promote systems change.</p>
<p>Required Education: Bachelor's degree in education, public administration, or related field. Master's degree in education, public administration, or related field preferred.</p>
<p>Required Experience: Minimum five years administrative experience in higher education, preferably in an institution similar to Mt. SAC. Minimum two years of experience with direct management of federal or state grant programs. Minimum two years of experience with instruction and/or student services in a higher education setting.</p>
<p>Required Knowledge/Abilities: Knowledge of administrative principles and practices, including goal setting, program development, implementation and evaluation, and project management. Knowledge of principles and practices of public agency budget development and administration and sound financial management policies and procedures. Knowledge of using performance indicators for measurement of project success and overall impact on the institution and the region. Ability to work collaboratively as part of a team to achieve challenging objectives. Ability to manage large-scale projects requiring management of multiple responsibilities. Strong interpersonal and communication skills.</p>

The Project Director will maintain strong, open lines of communication with all SGVHCC partners. This will include forming and convening an advisory committee. The advisory committee will include representatives from among SGVHCC institutions, employers, the public workforce development system, non-profit organizations, and other regional stakeholders who are committed to the purposes of the project. Through these meetings, consortium partners will give progress reports, receive evaluation reports, provide feedback, and make recommendations regarding program components.

The Project Director will work closely with the third-party evaluator to ensure unbiased evaluation and lead SGVHCC's efforts to: establish/verify baselines; collect data; analyze data; compare for progress toward achievement of outcomes; ensure formative and comprehensive summative evaluation; use quantitative and qualitative data to inform decisions; and disseminate evaluative reports. The evaluation process will be of a formative nature in which the data and information will be used critically to assess and make constructive suggestions for improvement. The formative evaluation data collected throughout the grant period will be used to identify problems, stimulate alternatives, and generate a more positive summative evaluation.

The expertise and oversight of staff in the college's Fiscal Services and Grants departments will enable the Project Director to monitor appropriate usage of grant funds, provide accurate and detailed accounting records of expenditures, and ensure that all federal funds received are expended in a manner compliant with applicable regulations. The Project Director will work with these departments to coordinate fiscal reports, make purchases, process payments and payroll, and ensure that time and effort documentation is maintained for every grant-funded employee. Additionally, Mt. SAC successfully administers grants with multiple sub-recipients and has processes in place to ensure that sub-awards remain in compliance with college and funding agency guidelines and regulations. The college's financial records are audited on an annual basis and are subject to the Single Audit conducted by the State Auditor General's Office.

E. Past Performance – Programmatic Capability

Mt. SAC has a successful record of efficiently managing and reaching high levels of success with federal grant programs, including grants from the U.S. Department of Education (e.g., AANAPISI, Title V: Developing HSIs, Upward Bound, Student Support Services), the National Science Foundation (e.g., Improving Undergraduate STEM Education, Advanced

Technological Education), the U.S. Department of Agriculture, the U.S. Department of Health and Human Services, and the U.S. Department of Labor. The college also manages state-funded and privately funded grants, ranging from small grants that support individual programs to complex grants that involve multiple partners across multi-year funding periods.

Mt. SAC has a long history of leading systems change through multi-pronged, complex projects, including consortium grants federal, state, and privately funded projects that have had a statewide or regional impact. Through such projects, the college has engaged community colleges, public and private universities, K-12 school districts, employers, trade associations, non-profit organizations, government entities, and other partners. These collaborations have led to the creation of new career education programs, internships and other work-based learning opportunities, accelerated pathways for high school students to community college and for community college students to universities, and models for sharing recommendations, best practices, and lessons learned with other community colleges throughout the state. Just a few of Mt. SAC's projects that have a regional impact are summarized below.

Summary of Mt. SAC's Current Regional Projects
Mt. SAC has hosted the LA region's <i>Center of Excellence (COE) for Labor Market Research</i> for nearly 20 years. COE produces in-depth research that supports community college program development, providing customized data on high-growth, emerging, and economically-critical industries and occupations throughout the region.
The Mt. SAC <i>Regional Consortium for Adult Education</i> is designed to align, leverage, and expand instructional and programmatic services to ensure adult learners enrolled in the region's ten district programs move along established pathways to achieve optimum levels of literacy, postsecondary transition, and employment in the workforce.
Mt. SAC is leading the <i>Noncredit Career Pathways</i> project, which involves all 19 community colleges in the LARC. This project focuses on the development of short-term vocational programs that lead to immediate employment and serve as the beginning rung on a career ladder that leads to family-sustaining jobs

In addition to these efforts led by Mt. SAC, the other SGVHCC colleges regularly lead and collaborate on large-scale projects, including current regional initiatives focused on career

pathway partnerships, job placement and employment success, and allied health. Each of the SGVHCC colleges rely on labor market data, research from the COE, and input from employers to develop new pathways and career programs that meet regional needs. Through the LARC, which is hosted by SGVHCC core partner Pasadena City College, colleges track and report on initiative outcomes and successfully sustain these programs and partnerships. SGVHCC will leverage this extensive experience to efficiently administer the proposed project and to work toward systems change that is sustained beyond the grant period.

F. Budget and Budget Narrative

The proposed budget addresses all project requirements and is designed to ensure that the project achieves its expected results. Planned expenditures include salaries and fringe benefits for a full-time project director and personnel involved in outreach, case management, employer engagement, and curriculum alignment/articulation. SGVHCC has also incorporated appropriate costs for supplies, equipment, travel, basic needs support, marketing, advisory committee, and contracted services for third-party evaluation, marketing, and professional development. Leveraged resources and in-kind support have greatly added to the adequacy of the proposed budget and will ensure the successful implementation of the project and the smooth transition of effective practices after the grant period ends. Please refer to *SF-424A*, the *Budget Narrative*, and the *Documentation of Commitments* in the required attachments for more information.

G. Priority Consideration: Lead Grantee is a “Qualified Institution” of Higher Education

All six of the SGVHCC institutions are federally designated as Hispanic-Serving Institutions. As such, the lead applicant and its educational partners are all “Qualified Institutions.” Please refer to the required attachments for *Letters Identifying Eligibility from the U.S. Department of Education* for each consortium institution of higher education.

ATTACHMENTS FORM

Instructions: On this form, you will attach the various files that make up your grant application. Please consult with the appropriate Agency Guidelines for more information about each needed file. Please remember that any files you attach must be in the document format and named as specified in the Guidelines.

Important: Please attach your files in the proper sequence. See the appropriate Agency Guidelines for details.

1) Please attach Attachment 1	<input type="text" value="Project Abstract.pdf"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
2) Please attach Attachment 2	<input type="text" value="Documentation of Commitments"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
3) Please attach Attachment 3	<input type="text" value="Documentation of Commitments"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
4) Please attach Attachment 4	<input type="text" value="NICRA.pdf"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
5) Please attach Attachment 5	<input type="text" value="Financial System Risk Assessment"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
6) Please attach Attachment 6	<input type="text" value="Logic Model.pdf"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
7) Please attach Attachment 7	<input type="text" value="Performance Outcomes.pdf"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
8) Please attach Attachment 8	<input type="text" value="Third-Party Evaluation Procurement"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
9) Please attach Attachment 9	<input type="text" value="Project Work Plan.pdf"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
10) Please attach Attachment 10	<input type="text" value="Organizational Chart.pdf"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
11) Please attach Attachment 11	<input type="text" value="Letters Identifying Eligibility"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
12) Please attach Attachment 12	<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
13) Please attach Attachment 13	<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
14) Please attach Attachment 14	<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
15) Please attach Attachment 15	<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>

Project Abstract

Overview

Lead Applicant Organization Name: Mt. San Antonio College (Mt. SAC)
Project Title/Name and Purpose: San Gabriel Valley Health Careers Consortium (SGVHCC) will provide a comprehensive set of activities to improve the enrollment, completion, and employment outcomes of low-income, Latinx, and other underrepresented students and will have the following desired impacts: well-articulated Health programs that meet industry demands and student needs; a pipeline of well-qualified Health program graduates who mirror the diversity of the population at large; improved economic mobility for underrepresented students; enhanced partnerships among institutions of higher education, employers, and the workforce development system; regional capacity to access, understand, and use data to measure the impact of strategies and to make program improvements; and sustainable systems change to close equity gaps and improve program outcomes.
Total Funding Requested for SCC2 Program Grant: \$5,000,000
Type of Applicant: Affinity-focused consortium
Industry Sector(s): Healthcare
Geographic Area Served: San Gabriel Valley of Los Angeles County, California
Intended Beneficiaries: Low-income, Latinx, and other underrepresented populations
Eligibility of Lead Applicant as Qualified Institution: Lead applicant is a Qualified Institution, as documented by the U.S. Department of Education.

SCC Partnership

Institution Consortium Partners	
Citrus College	Qualified Institution
Glendale Community College	Qualified Institution
Pasadena City College	Qualified Institution
Rio Hondo College	Qualified Institution
University of La Verne	Qualified Institution
Workforce Development System Partner(s)	
LA County Workforce Development Board	Workforce development agency
Pomona Valley AJCC	Workforce development agency
Rio Hondo AJCC	Workforce development agency
East San Gabriel Valley AJCC	Workforce development agency
Employer Partner(s)	
Hospital Association of Southern California	Healthcare trade association
AmbuServe	Healthcare
Falck Mobile Health	Healthcare
Pomona Valley Hospital Medical Center	Healthcare
San Antonio Regional Hospital	Healthcare
Lifeline Ambulance	Healthcare
Premier Ambulance	Healthcare
Hillcrest Brethren Homes	Healthcare
Pavilion at Sunny Hills	Healthcare
PIH Health	Healthcare

SGVHCC

Pilgrim Place	Healthcare
Optional Partner(s)	
Los Angeles County Regional Consortium	Community college consortium
ULV President's Health Advisory Council	Healthcare industry consortium
San Gabriel Valley Economic Partnership	Public-private economic consortium

Project Information

Key Equity Gap(s) to Be Addressed: SGVHCC has identified the following equity and capacity gaps: students face barriers to enrollment in and completion of Health programs of study; low-income, Latinx, and other disproportionately impacted groups experience equity gaps in academic outcomes, employment, and earnings; the racial/ethnic diversity of the healthcare workforce is not reflective of the general population; minoritized populations in the region experience health inequities; limited clinical placements create a bottleneck for Health programs, further limiting the pipeline of well-qualified, diverse healthcare professionals to fill the significant demand among employers in the healthcare industry.

Industry-recognized Credential(s) to Be Awarded: SGVHCC will target several Health programs that lead to the following industry-recognized credentials: Home Health Aide, Certified Nursing Assistant, Licensed Vocational Nurse, Registered Nurse; Emergency Medical Technician, Paramedic; Dental Laboratory Technician, Dental Assistant, Dental Hygienist; Medical Assistant, Clinical Medical Assistant; Addiction Counseling; Health Information Technology; Orthopedic Assistant; Psychiatric Technician; Radiologic Technologist; and Respiratory Therapist

Summary of Program Activities: The SGVHCC seeks to address identified capacity issues while simultaneously closing equity gaps through the implementation of strategies that lead to sustainable systems change. The project's major components are: outreach and recruitment; holistic support and wraparound services; employer engagement; accelerating career pathways; and data systems improvement. Specifically, the SGVHCC will implement the following activities: use targeted outreach strategies to inform students about Health programs and guide them to enroll in appropriate programs; assess needs of incoming students in Health programs; provide holistic support to students in Health pathways based on their identified needs; offer intensive case management for students most at risk of not completing Health programs; provide basic needs support for students with the highest unmet needs; establish new and/or expand existing partnerships with employers in the healthcare industry to increase clinical placements, work-based learning opportunities, and job placements for students and graduates of Health programs; transition noncredit students into credit programs along the Health pathways; establish new and expand existing articulation with four-year institutions to accelerate time to completion of baccalaureate degrees for students who desire to advance along educational pathways in the healthcare field; establish a process and data sharing plan for tracking students from enrollment to employment among the consortium institutions; and ensure ongoing data analysis to improve equity outcomes at each college and regionally.

Subrecipient Activities: As core partners in the SGVHCC, subrecipients will implement activities that address common problems impacting the region, as described above. Each subrecipient has carefully considered leveraged resources and existing campus structures when determining allocation of grant resources toward the implementation of the consortium activities. Thus, they have tailored strategies to the specific needs of their individual campuses. They will regularly convene to share data, models, recommendations, best practices, and lessons learned as they implement these strategies within their Health programs.
Capacity-Building Outcomes:
<i>Capacity-Building Outcome Statement 1:</i> Implement a multi-faceted outreach plan to inform and guide low-income, Latinx, and other underrepresented students into Health programs of study that match their interests, aptitude, skill sets, and long-term career goals.
<i>Capacity-Building Outcome Statement 2:</i> Launch an employer engagement campaign to ensure sufficient clinical placements for students enrolled in Health programs of study and to create a pipeline of diverse, well-prepared graduates for long-term job placements.
<i>Capacity-Building Outcome Statement 3:</i> Develop a regional data tracking system and data sharing plan that disaggregates student data within the consortium's Health programs of study and tracks employment outcomes for program graduates.
Equity Outcomes:
<i>Equity Outcome Statement 1:</i> Implement an onboarding process for students entering Health programs of study that identifies needs and barriers to completion and provides wraparound support based on identified needs.
<i>Equity Outcome Statement 2:</i> Improve the economic mobility of low-income, Latinx, and other underrepresented populations by accelerating students along Health career pathways, from certificates to baccalaureate degrees, and into jobs related to their field of study.
Description of Student Cohort to Be Used for Participant Tracking: SGVHCC will track students enrolling in the following programs of study, from enrollment to employment: <i>Nursing Pathway</i> – Home Health Aide, Certified Nursing Assistant, Licensed Vocational Nurse, Registered Nurse; <i>Emergency Medical Services Pathway</i> – Emergency Medical Technician, Paramedic; <i>Dental Pathway</i> – Dental Laboratory Technician, Dental Assistant, Dental Hygienist; <i>Medical Assisting Pathway</i> – Medical Assistant, Clinical Medical Assistant; Addiction Counseling; Health Information Technology; Orthopedic Assistant; Psychiatric Technician; Radiologic Technologist; and Respiratory Therapist.

Public Contact Information

Point of Contact Name and Title: Adrienne Price, Director of Grants
Institution: Mt. San Antonio College
Address: 1100 N Grand Ave, Walnut, CA 91789-1399
Phone Number: (909) 274-5417
Email Address: aprice@mtsac.edu



1100 North Grand Avenue
Walnut, CA 91789-1399

909-274-7500
www.mtsac.edu

May 24, 2022

U.S. Department of Labor
Employment and Training Administration
200 Constitution Ave NW
Washington, DC 20210

Dear SCC2 Training Grants Review Panel:

As President & CEO of Mt. San Antonio College (Mt. SAC), I am writing to express my commitment to the proposed San Gabriel Valley Health Careers Consortium (SGVHCC), which brings together six Hispanic-Serving Institutions to improve the enrollment, completion, and employment outcomes of low-income, Latinx, and other underrepresented students in the San Gabriel Valley of Los Angeles County. The consortium partners have developed an effective plan that engages employers, the public workforce development system, and other stakeholders to create well-articulated health programs that meet industry demands and student needs, leading to a consistent pipeline of well-qualified health program graduates who mirror the diversity of the population at large.

Located in the East San Gabriel Valley within Los Angeles County, Mt. SAC is among the largest community colleges in California, serving more than 60,000 students annually. We are a federally designated HSI and an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI). Approximately 90% of our students represent racial minorities, three-quarters of our students receive financial aid, and almost half of credit students are first-generation college students. Our health programs offer students a variety of options, from short-term noncredit certificates to associate degrees to bachelor's degrees offered on campus or online in collaboration with university partners.

Mt. SAC is a Qualified Institution and will serve as the lead applicant for the proposed SCC2 affinity-focused consortium project. The college has a strong track record in implementing and managing grants from various federal, state, local, and private sources of funding, including large, consortium grants with multiple sub-awards. Mt. SAC is well-positioned to take on the role of lead applicant, engaging with college and university partners, employers, trade associations, AJCCs, and others to ensure that training participants gain the skills needed to thrive in family-sustaining jobs in the healthcare industry.

BOARD OF TRUSTEES

Dr. Manuel Baca • Jay F. Chen • Judy Chen Haggerty, Esq.
Gary Chow • Robert F. Hidalgo • Peter Hidalgo • Laura L. Santos

COLLEGE PRESIDENT / CEO – Dr. William T. Scroggins

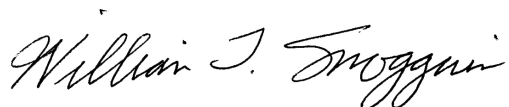
This project has the full commitment and participation of the college. Mt. SAC has already invested significant resources into the programs that will be involved in this initiative. Next fiscal year alone, the college will leverage more than \$1.4 million in private, state, and federal grant funding to its noncredit and credit health programs. This funding is in addition to faculty and staff salaries, instructional materials and supplies, equipment, travel and professional development, and other resources that are part of Mt. SAC's ongoing general fund obligation to the our health programs of study.

During the grant period, Mt. SAC will provide state-of-the-art facilities and equipment for training participants, as well as office space and meeting space to host grant-related activities. Mt. SAC faculty who teach in the targeted programs are currently or formerly healthcare professionals, and they maintain employer relationships to ensure clinical placements for our students. This expertise and these industry connections will be an important resource to the SGVHCC. Additionally, through our existing wraparound support services already available to enrolled students, cohort participants will be able to access basic needs support, health services, child care, tutorial services, financial aid, and specialized support services to ensure that students from groups traditionally underrepresented in postsecondary education have the resources they need to succeed.

Mt. SAC also will strengthen existing partnerships and cultivate new ones with employers, other institutions of higher education, the public workforce development system, non-profit and community-based organizations, and other stakeholders throughout the Los Angeles County and the San Gabriel Valley. Mt. SAC is committed to institutionalizing curriculum, programs, pathways, and institutional partnerships after the grant period. We have a long track record of sustaining successful grant strategies beyond the initial funding period, and this project will be no exception. This proposed project builds upon regional efforts to strengthen health programs and pathways among community colleges, and this collaborative work will continue well into the future.

Our college values the U.S. Department of Labor's support for important projects like this one. We appreciate the opportunity to compete for a grant, and we look forward to your review of this application.

Sincerely,

A handwritten signature in black ink that reads "William T. Scroggins". The signature is written in a cursive, flowing style.

William T. Scroggins, Ph.D.
President & CEO



May 27, 2022

U.S. Department of Labor
Employment and Training Administration
200 Constitution Ave NW
Washington, DC 20210

CITRUS COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES

Ms. Mary Ann Lutz, *President*
Monrovia/Bradbury and portions of Duarte representative

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Claremont and portions of Pomona and La Verne representative

Dr. Anthony Contreras, *Clerk/Secretary*
Azusa and portions of Duarte representative

Dr. Patricia A. Rasmussen, *Member*
Glendora and portions of San Dimas representative

Ms. Cheryl Alexander, *Member*
Duarte and portions of Azusa, Monrovia, Arcadia, Covina and Irwindale representative

Miss Taylor McNeal, *Student Trustee*

Dr. Greg Schulz, *Superintendent/President*

Dear SCC2 Training Grants Review Panel:

Citrus College is pleased to partner with the San Gabriel Valley Health Careers Consortium on the proposed application for the Strengthening Community Colleges Training Grants program. The consortium will address critical workforce needs in the healthcare industry. We look forward to the implementation of this project and will work with our fellow educational partners, the public workforce system, and employers on the following activities:

- Implement the project's proposed strategies regarding outreach and enrollment, onboarding and assessing the needs of incoming students, faculty professional development, holistic student support, and accelerating students along career pathways
- Participate in the regional advisory committee to regularly assess the consortium's progress, analyze and present data, and make adjustments as needed
- Collaborate with America's Job Centers of California (AJCC) and other workforce system partners for referral of students
- Seek new partnerships with employers for clinical placements, work-based learning opportunities, incumbent worker training opportunities, and job placements
- Develop new and enhance existing articulation agreements with universities
- Contribute to the data regional data tracking system and data sharing plan

Citrus College is a federally-designated Hispanic-Serving Institution and is thus a Qualified Institution in this affinity-focused consortium. The College aims to provide students with quality educational experiences and support services that lead to the successful completion of certificates and degrees in healthcare programs. These healthcare programs include registered nursing and various allied health programs. The College embraces equity and accountability through measurable learning outcomes, ethical data-driven decisions and student achievement.

We are committed to the success of the proposed project and to sustainable system change beyond the grant period. We have already invested time into the planning of this project and are enthusiastic about the project's implementation. If awarded, in addition to the commitment of time from faculty and



administrators, we will provide classroom and laboratory space, equipment for program participants, office space for grant personnel, and meeting space for hosting advisory committee meetings.

We appreciate your consideration of this application.

A handwritten signature in blue ink, reading "J. McGowan".

Sincerely,
Dr. Joumana McGowan
Vice President of Academic Affairs
jmcgowan@citruscollege.edu

CITRUS COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES

Ms. Mary Ann Lutz, President
Monrovia/Bradbury and portions of Duarte representative

Ms. Laura J. Bollinger, Vice President
Claremont and portions of Pomona and La Verne representative

Dr. Anthony Contreras, Clerk/Secretary
Azusa and portions of Duarte representative

Dr. Patricia A. Rasmussen, Member
Glendora and portions of San Dimas representative

Ms. Cheryl Alexander, Member
Duarte and portions of Azusa, Monrovia, Arcadia, Covina and Irwindale representative

Miss Taylor McNeal, Student Trustee

Dr. Greg Schulz, Superintendent/President

May 25, 2022

U.S. Department of Labor
Employment and Training Administration
200 Constitution Ave NW
Washington, DC 20210

Dear SCC2 Training Grants Review Panel:

Glendale Community College is pleased to partner with the rest of the San Gabriel Valley Health Careers Consortium on the proposed application to the Strengthening Community Colleges Training Grants program. The consortium will address critical workforce needs in the healthcare industry. We look forward to the implementation of this project and will work with our fellow educational partners, the public workforce system, and employers on the following activities:

- Implement the project's proposed strategies regarding outreach and enrollment, onboarding and assessing the needs of incoming students, faculty professional development, holistic student support, and accelerating students along career pathways
- Participate in the regional advisory committee to regularly assess the consortium's progress, share and analyze data, and make adjustments as needed
- Collaborate with AJCCs and other workforce system partners for referral of students
- Seek new partnerships with employers for clinical placements, work-based learning opportunities, incumbent worker training opportunities, and job placements
- Develop new and enhance existing articulation agreements with universities
- Contribute to the data regional data tracking system and data sharing plan

Glendale Community College is a federally-designated Hispanic-Serving Institution and is thus a Qualified Institution in this affinity-focused consortium. Founded in 1926, Glendale Community College has a long history of grant collaboration at the state and federal levels. The recipient of numerous Title V HSI grants as well as Strong Workforce regional and local initiatives, the college has worked to provide opportunity for our Hispanic population as well as specifically targeted workforce opportunities for students.

We are committed to the success of the proposed project and to sustainable systems change beyond the grant period. We have already invested time into the planning of this project and are enthusiastic about the project's implementation. If awarded, in addition to the commitment of time from faculty and administrators, we will provide classroom and laboratory space and equipment, funded through the grant, for program participants in existing programs, as well as office space for existing staff and meeting space for hosting advisory committee meetings.

We appreciate your consideration of this application.

Sincerely,



Dr. Michael Ritterbrown
Vice President of Instructional Services

Superintendent/President Dr. David Viar

Board of Trustees Sevan Benlian • Yvette Vartanian Davis • Dr. Armine Hacopian • Desireé Portillo Rabinov • Ann H. Ransford



Office of the President

May 20, 2022

U.S. Department of Labor
Employment and Training Administration
200 Constitution Ave NW
Washington, DC 20210

Dear SCC2 Training Grants Review Panel:

Pasadena City College is pleased to partner with the rest of the San Gabriel Valley Health Careers Consortium on the proposed application to the Strengthening Community Colleges Training Grants program. The consortium will address critical workforce needs in the healthcare industry. We look forward to the implementation of this project and will work with our fellow educational partners, the public workforce system, and employers on the following activities:

- Implement the project's proposed strategies regarding outreach and enrollment, onboarding and assessing the needs of incoming students, faculty professional development, holistic student support, and accelerating students along career pathways
- Participate in the regional advisory committee to regularly assess the consortium's progress, share and analyze data, and adjustments, as needed
- Collaborate with AJCCs and other workforce system partners for referral of students
- Seek new partnerships with employers for clinical placements, work-based learning opportunities, incumbent worker training opportunities, and job placements
- Develop new and enhance existing articulation agreements with universities
- Contribute to the data regional data tracking system and data sharing plan

Pasadena City College is a federally-designated Hispanic-Serving Institution and is thus a Qualified Institution in this affinity-focused consortium. Pasadena City College was awarded its first Title V Grant in 2000, and has successfully participated in five Title 5 grants. In addition, PCC has been awarded three Title III grants, the last one in October 2020. Pasadena City College offers 17 unique Healthcare education programs leading to either a certificate or degree that prepares individuals with required skills needed to enter the workforce as entry level health care professionals.

We are committed to the success of the proposed project and to sustainable systems change beyond the grant period. We have already invested time into the planning of this project and are enthusiastic about the project's implementation. If awarded, in addition to the commitment of time from faculty and administrators, we will provide classroom and laboratory space and

1570 East Colorado Boulevard • Pasadena, California 91106-2003 • (626) 585- 7201 • FAX (626) 585-3117

equipment for program participants, as well as office space for grant personnel and meeting space for hosting advisory committee meetings. The college will additionally leverage existing state workforce education dollars to ensure the success of this program.

We appreciate your consideration of this application.

Sincerely,

A handwritten signature in black ink, appearing to read 'Erika Endrijonas', with a stylized, cursive script.

Erika Endrijonas, Ph.D.
Superintendent-President
Pasadena City College



May 19, 2022

U.S. Department of Labor
Employment and Training Administration
200 Constitution Ave NW
Washington, DC 20210

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VICE PRESIDENT

ANAI MEDINA DIAZ
CLERK

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MEMBER

ROSALVA LOMELI
MEMBER

TERESA DREYFUSS
SUPERINTENDENT/PRESIDENT

Dear SCC2 Training Grants Review Panel:

Rio Hondo College (RHC) is pleased to partner with the San Gabriel Valley Health Careers Consortium on the proposed application to the Strengthening Community Colleges Training Grants program. The consortium will address critical regional workforce needs in the healthcare industry while serving our low-income, first generation Latinx students within San Gabriel Valley. Together with our regional educational partners, the public workforce system, and employers we will, if awarded this funding, commit to implement the activities as outlined in this proposal.

RHC, a Hispanic Serving Institution, is located about 15 miles southeast of downtown Los Angeles and is at the crossroads of low-income and middle-class communities. The cities within the college's service area continue to experience an average unemployment rate of 12.5% (with El Monte maintaining a 15% rate). RHC's Health Science and Nursing Division, using the Guided Pathway framework, provides Student Support Team programming to improve persistence, retention, and completion rates for RHC's health care students from underrepresented and disadvantaged backgrounds. This strategy creates a structured educational experience supporting each student from point of entry to attainment of postsecondary credentials and careers.

RHC has a successful record of efficiently managing and reaching high levels of success with federal grant programs, including grants from the U.S. Department of Education (e.g., Title V: Developing HSIs, Title V: STEM, Talent Search, Upward Bound, Post-Secondary Basic Needs), the National Science Foundation (e.g., Improving Undergraduate STEM Education, Advanced Technological Education, S-STEM). The college also manages state-funded and privately funded grants, ranging from small grants that support individual programs to complex grants that involve multiple partners across multi-year funding periods.

We are committed to the success of the proposed project and to sustainable systems change beyond the grant period. We have already invested time into the planning of this project and are enthusiastic about the project's implementation. If awarded, in addition to the commitment of time from faculty and administrators, we will provide classroom and laboratory space and equipment for program participants, as well as office space for grant personnel and meeting space for hosting advisory committee meetings. In addition to the institution's in-kind resources mentioned above, RHC will leverage approximately \$950,000 already allocated to the Health Science and Nursing programs through funding from Strong Workforce, Perkins, the California Chancellor's Office, State of CA Song Brown program, and several private foundation grants.

We appreciate your consideration of this application.

Sincerely,

Dr. Don Miller
Vice President, Academic Affairs
Rio Hondo College
dmiller@riohondo.edu

May 24, 2022

U.S. Department of Labor
Employment and Training Administration
200 Constitution Ave NW
Washington, DC 20210

Dear SCC2 Training Grants Review Panel:

The University of La Verne is pleased to partner with the rest of the San Gabriel Valley Health Careers Consortium on the proposed application to the Strengthening Community Colleges Training Grants program. The consortium will address critical workforce needs in the healthcare industry. We look forward to the implementation of this project and will work with our fellow educational partners, the public workforce system, and employers on the following activities:

- Implement the project's proposed strategies regarding outreach and enrollment, onboarding and assessing the needs of incoming students, faculty professional development, holistic student support, and accelerating students along career pathways
- Participate in the regional advisory committee to regularly assess the consortium's progress, share and analyze data, and make adjustments as needed
- Collaborate with AJCCs and other workforce system partners for referral of students
- Seek new partnerships with employers for clinical placements, work-based learning opportunities, incumbent worker training opportunities, and job placements
- Develop new and enhance existing articulation agreements with universities
- Contribute to the data regional data tracking system and data sharing plan

The University of La Verne is a federally-designated Hispanic-Serving Institution and is thus a Qualified Institution in this affinity-focused consortium. As a proud HSI with a highly diverse student population largely drawn from the surrounding region, we are uniquely poised to train the health care workforce of the future. Our mission is to train students, many of whom come from underserved communities themselves, to provide high-quality care through a lens of greater social equity—emphasizing cultural competence, mental health and well-being, and attention to the social determinants of health. We believe that the University of La Verne as part of the San Gabriel Valley

University of La Verne

Health Career Consortium will be a critical new workforce development resource for the Inland Southern California community and beyond.

We are committed to the success of the proposed project and to sustainable systems change beyond the grant period. We have already invested time into the planning of this project and are enthusiastic about the project's implementation. If awarded, in addition to the commitment of time from faculty and administrators, we will provide classroom and laboratory space, equipment for program participants, office space for grant personnel, meeting space for hosting advisory committee meetings. We are excited to be part of the solution in addressing critical healthcare workforce needs as the only four-year higher education institutional partner of the San Gabriel Valley Health Careers Consortium.

We appreciate your consideration of this application. Please feel free to contact me should you have any questions. Thank you.

Sincerely,

A handwritten signature in black ink that reads "Devorah Lieberman". The script is fluid and cursive, with the first name and last name clearly distinguishable.

Devorah Lieberman, Ph.D.
President



Darrel Saucedo, Interim Chair
Associated Construction Services
Nominee Fourth Supervisorial District

Corinne Sanchez, Vice Chair
El Proyecto del Barrio, Inc.
Nominee First Supervisorial District

Jessica Ku Kim, Secretary & Treasurer
Los Angeles County Economic Development
Corporation

Gustavo Camacho
MCS Management Group
Nominee First Supervisorial District

Jeffrey Wallace
Leaders Up
Nominee Second Supervisorial District

Russell Barnard
Hospitality Industry Management Group
Nominee Third Supervisorial District

Mary Hewitt
Alliance of Boys and Girls Clubs
Nominee Fifth Supervisorial District

Jorge Marquez
Robert Half
Nominee Fifth Supervisorial District

Shalonda Baldwin
Los Angeles County
Metropolitan Transportation Authority

Wan-Chun Chang
California Department of Rehabilitation

Jesse Cuevas
State of California Employment Development
Department

Jeremy Diaz
UA Plumbers, Local 78

Tami Hutchins-Nunez
CVSHealth

Anne McMonigle
LA/Orange Counties Building &
Construction Trades Council

Dr. Enrique Medina
Pomona Unified School District

Berenice Nuñez Constant
AltaMed Health Services Corporation

Dr. Lucia F. Robles
Los Angeles Community College District

Antonio Sanchez
IBEW, Local 11

Jeffrey L. Thompson
PK Global

Delbert Whetter
Exodus Film Group

Maritza Dubie-Urbe, Interim Executive Director
Los Angeles County Workforce Development Board

Greta Setian, Senior Deputy Director
Los Angeles County Workforce Development Board

May 24, 2022

Honorable Secretary Martin J. Walsh
U.S. Department of Labor
Employment and Training Administration
200 Constitution Ave NW
Washington, DC 20210

Re: Letter of Support for Strengthening Community Colleges Training and Equity Grant

Dear Honorable Secretary Walsh:

On behalf of the Los Angeles County Workforce Development Board (WDB) I am pleased to express our enthusiastic support of the San Gabriel Valley Health Careers Consortium's (Consortium) submission of the DOL *Strengthening Community Colleges Training and Equity Grant*. The Consortium, led by five (5) community colleges in partnership with local universities, employers, and the workforce development system, will address the need for additional and more qualified healthcare workers from diverse backgrounds to meet the increasing demand for health care in the region.

This partnership provides an excellent opportunity for our workforce system to collaborate with the Consortium to advance equitable opportunities and develop solutions to workforce challenges for County residents of our most vulnerable communities. The need for qualified and culturally sensitive Healthcare workers continues to be a growing need in the L.A. Basin. Now is the time to fill the continuous talent gap by pairing residents who have a desire to enroll in postsecondary educational programs that lead to careers with family-sustaining wages.

We are confident that the Consortium will identify and align the needed resources to provide students with the necessary skills to be competitive in the workforce and meet ongoing employer needs brought on by the COVID-19 pandemic, the recovery phase and now the endemic transition. We know first-hand that providing individuals with the skills they need to be successful with an employer will lead to job retention once placed.

As a key partner of this proposal, if awarded, the WDB commits to leveraging its resources through our AJCCs in support of the project and in defining sustainable career pathways which includes but is not limited to referring appropriate candidates to the colleges for participation in the identified programs of study, assist the colleges in connecting with employers to provide on-the-job training, internships, and job placement for these students. We will also participate in the Consortium's regional advisory committee meetings, contributing to the project's plans to develop a regional data tracking system and data sharing plan to track employment outcomes for program completers.

We strongly support this submission. Thank you in advance for the consideration. Should you need any additional information, please do not hesitate to contact me at MDubie-Urbe@wdacs.lacounty.gov.

Respectfully,

Maritza Dubie-Urbe
Interim Executive Director



May 1, 2022

U.S. Department of Labor
Employment and Training Administration
200 Constitution Ave NW
Washington, DC 20210

Dear SCC2 Training Grants Review Panel:

It is my pleasure to write this letter of support for the San Gabriel Valley Health Careers Consortium's application to the Strengthening Community Colleges Training Grants program. This collaborative effort led by the San Gabriel Valley's five community colleges in partnership with universities, employers, and the workforce development system, will address the need for more qualified healthcare workers from diverse backgrounds to meet the increasing demand for health care in the region.

As an AJCC, on-the-job training is one of the multiple services we have been providing to the community for years. We know first-hand how effective it is for providing the individual with the skills they need to be successful with their employer and lead to permanent placement once the training is completed. To that end, we intend to identify and refer appropriate candidates to the colleges for participation in the identified programs of study and will assist the colleges in connecting with employers to provide on-the-job training, internships, and job placement for these students. We will also participate in the consortium's regional advisory committee meetings, contributing to the project's plans to develop a regional data tracking system and data sharing plan to track employment outcomes for program completers.

The health services sector is one of our targeted growth industries with a significant need in the region. We have a large network of employers who are always hiring along the Nursing, Emergency Medical Services, Dental, and Medical Assisting pathways, as well as other positions in the healthcare field. We look forward to participating in this training and employment opportunity for our community.

Sincerely,

Arthur Monreal

Arthur Monreal
Program Manager
East San Gabriel Valley America's Job Center of California
amonreal@goodwillsocal.org
323-346-4216



MCS

May 12, 2022

U.S. Department of Labor
Employment and Training Administration
200 Constitution Ave NW
Washington, DC 20210

Dear SCC2 Training Grants Review Panel:

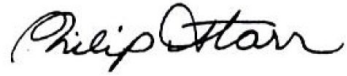
It is my pleasure to write this letter of support for the San Gabriel Valley Health Careers Consortium's application to the Strengthening Community Colleges Training Grants program. This collaborative effort led by the San Gabriel Valley's five community colleges in partnership with universities, employers, and the workforce development system, will address the need for more qualified healthcare workers from diverse backgrounds to meet the increasing demand for health care in the region.

This project provides an excellent opportunity for our agency to partner with the consortium colleges in support of residents in our community who have a desire to enroll in postsecondary educational programs that lead to careers with family-sustaining wages. Managed Career Solutions, SPC is the WIOA Career Services operator of the Pomona Valley America's Job Center of California (AJCC) among one of several LA County AJCCs. Managed Career Solutions' (MCS) mission is to provide equitable, quality employment services; to assist individuals with multiple barriers to secure and maintain employment. MCS operated Pomona Valley AJCC plans to leverage approximately \$20,000 in On-the-Job Training funds to this grant.

As an AJCC, on-the-job training is one of the multiple services we have been providing to the community for years. We know first-hand how effective it is for providing the individual with the skills they need to be successful with their employer and lead to permanent placement once the training is completed. To that end, we intend to identify and refer appropriate candidates to the colleges for participation in the identified programs of study and will assist the colleges in connecting with employers to provide on-the-job training, internships, and job placement for these students. We will also participate in the consortium's regional advisory committee meetings, contributing to the project's plans to develop a regional data tracking system and data sharing plan to track employment outcomes for program completers.

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Sincerely,

A handwritten signature in black ink, reading "Philip Starr". The signature is written in a cursive style with a large, stylized "P" and "S".

Philip Starr, Executive Director, MCS.

Rio Hondo
America's Job Center
of CaliforniaSM
"Building Bridges to Employment"

May 1, 2022

U.S. Department of Labor
Employment and Training Administration
200 Constitution Ave NW
Washington, DC 20210

Dear SCC2 Training Grants Review Panel:

It is my pleasure to write this letter of support for the San Gabriel Valley Health Careers Consortium's application to the Strengthening Community Colleges Training Grants program. This collaborative effort led by the San Gabriel Valley's five community colleges in partnership with universities, employers, and the workforce development system, will address the need for more qualified healthcare workers from diverse backgrounds to meet the increasing demand for health care in the region.

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The health services sector is one of our targeted growth industries with a significant need in the region. We have a large network of employers who are always hiring along the Nursing, Emergency Medical Services, Dental, and Medical Assisting pathways, as well as other positions in the healthcare field. We look forward to participating in this training and employment opportunity for our community.

Sincerely,



Kirk Kain

Executive Director

Southeast Area Social Services Funding Authority (SASSFA)/ Rio Hondo AJCC

10400 Pioneer Blvd., Suite 9 Santa Fe Springs, CA 90670 Tel (562) 946-2237 FAX (562) 946-5818 TTY (562) 236-2899

www.riohondojcc.org

May 20, 2022

U.S. Department of Labor
Employment and Training Administration
200 Constitution Ave NW
Washington, DC 20210

Dear SCC2 Training Grants Review Panel:

The Hospital Association of Southern California (HASC) is pleased to partner with Mt. San Antonio College and the San Gabriel Valley Health Careers Consortium (SGVHCC) on their Strengthening Community Colleges Training Grants submission.

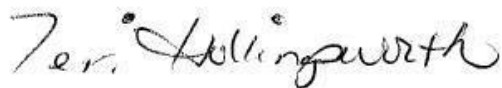
HASC is a trade association that represents over 180 hospitals and 40 health systems across six southern California counties – Los Angeles, Orange, Riverside, San Bernardino, Santa Barbara, and Ventura. To serve hospitals and health systems in the region, one of our roles is to advocate for improved educational attainment to increase the health workforce pipeline across all vocations and professions that allow healthcare institutions to function and thrive.

We are eager to do our part to help engage students into work-based learning and provide career pathways across organizations and across the state. We will contribute to the SGVHCC by providing employer and participant referrals, industry-specific knowledge, input on curriculum development, and other assistance. Additionally, our Priority Workforce Job Portal, which connects Southern California hospitals with job applicants, will be an asset to graduates of the consortium's health programs.

There is a significant and continuing need to hire high-quality professionals in the health career sector, and we believe this partnership will provide our member hospitals with the individuals needed to meet their mission and goals.

Please feel free to contact me at (213) 538-0763 for any additional information that can be provided to demonstrate our partnership to this initiative.

Sincerely,



Teri Hollingsworth
VP, Human Resources and Education Services



May 17, 2022

U.S. Department of Labor
Employment and Training Administration
200 Constitution Ave NW
Washington, DC 20210

Dear SCC2 Training Grants Review Panel:

I am writing this letter of support for the proposed project titled San Gabriel Valley Health Careers Consortium. This project has the potential to significantly address the regional demand for a highly qualified healthcare workforce, particularly one that more closely mirrors the racial and ethnic diversity of the patients we serve.

Over the next decade, AmbuServe anticipates hiring qualified individuals from diverse backgrounds for several levels of healthcare professionals including Nursing, Paramedics, Emergency Medical Technicians and Respiratory Therapists for which the consortium offers relevant programs of study.

We already partner with community colleges to inform their existing programs and curriculum, as well as to make suggestions for programs and pathways that should be developed to meet changing and emerging needs within the healthcare industry. We are eager to work with the consortium to enhance this partnership in the following ways:

- Participate in the regional advisory committee to inform the project implementation, provide feedback, and make recommendations regarding specific program components.
- Continue to assist colleges in identifying and mapping the necessary skills and competencies required for relevant health programs of study.
- Contribute to the consortium's data analysis by completing the employer survey.
- Provide clinical placements for students enrolled in relevant health programs of study.
- Explore opportunities for incumbent workers to upgrade skills for employment mobility.
- Develop work-based learning opportunities, where possible, for students enrolled in the consortium's health programs of study.
- Hire qualified graduates of the consortium's health programs of study.

We are excited about the potential of such a project for our community, and we look forward to your review of the consortium's application.

Respectfully,

A handwritten signature in black ink, appearing to read "Brett Selter", is written over a light gray circular background.

Brett Selter
AmbuServe, Inc.

May 23, 2022

**U.S. Department of Labor
Employment and Training Administration
200 Constitution Ave NW
Washington, DC 20210**

Dear SCC2 Training Grants Review Panel:

I am writing this letter of support for the proposed project titled San Gabriel Valley Health Careers Consortium. This project has the potential to significantly address the regional demand for a highly qualified healthcare workforce, particularly one that more closely mirrors the racial and ethnic diversity of the patients we serve.

Falck Mobile Health provides integrated, high quality, medical transportation to the communities we serve. Over the next decade, our organization anticipates hiring at all levels of the EMS and Medical Transportation pathway, as well as within a variety of allied health fields for which the consortium offers relevant programs of study.

We already partner with community colleges to inform their existing programs and curriculum, as well as to make suggestions for programs and pathways that should be developed to meet changing and emerging needs within the healthcare industry. We are eager to work with the consortium to enhance this partnership in the following ways:

- Participate in the regional advisory committee to inform the project implementation, provide feedback, and make recommendations regarding specific program components
- Continue to assist colleges in identifying and mapping the necessary skills and competencies required for relevant health programs of study
- Contribute to the consortium's data analysis by completing the employer survey
- Provide clinical placements for students enrolled in relevant health programs of study
- Explore opportunities for incumbent workers to upgrade skills for employment mobility
- Develop work-based learning opportunities, where possible, for students enrolled in the consortium's health programs of study
- Hire qualified graduates of the consortium's health programs of study

We are excited about the potential of such a project for our community, and we look forward to your review of the consortium's application.

Regards,



Bob Campbell

Manager of Business Development & Government Affairs
Falck Mobile Health- Southern California
1517 W. Braden Ct. Orange, CA 92869



May 1, 2022

U.S. Department of Labor
Employment and Training Administration
200 Constitution Ave NW
Washington, DC 20210

Dear SCC2 Training Grants Review Panel:

I am writing this letter of support for the proposed project titled San Gabriel Valley Health Careers Consortium. This project has the potential to significantly address the regional demand for a highly qualified healthcare workforce, particularly one that more closely mirrors the racial and ethnic diversity of the patients we serve.

At San Antonio Regional Hospital, "Our mission is to improve the health and well-being of the people in our community". In addition, one of our core values is compassion, "we treat everyone with dignity and respect". Over the next decade, our organization anticipates hiring at all levels of the Nursing pathway, as well as within a variety of allied health fields for which the consortium offers relevant programs of study.

We already partner with community colleges to inform their existing programs and curriculum, as well as to make suggestions for programs and pathways that should be developed to meet changing and emerging needs within the healthcare industry. We are eager to work with the consortium to enhance this partnership in the following ways:

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- Explore opportunities for incumbent workers to upgrade skills for employment mobility
- Develop work-based learning opportunities, where possible, for students enrolled in the consortium's health programs of study
- Hire qualified graduates of the consortium's health programs of study

We are excited about the potential of such a project for our community, and we look forward to your review of the consortium's application.

Sincerely,

Karl Van Allen, BSN, RN
Manager of Education
San Antonio Regional Hospital
999 San Bernardino Rd.
Upland, CA 91786
(909)920-4714

May 1, 2022

U.S. Department of Labor
Employment and Training Administration
200 Constitution Ave NW
Washington, DC 20210

Dear SCC2 Training Grants Review Panel:

I am writing this letter of support for the proposed project titled San Gabriel Valley Health Careers Consortium. This project has the potential to significantly address the regional demand for a highly qualified healthcare workforce, particularly one that more closely mirrors the racial and ethnic diversity of the patients we serve.

Basic to our mission is our commitment to strive continuously to improve the status of health by reaching out and serving the needs of our diverse ethnic, religious and cultural community. Over the next decade, our organization anticipates hiring at all levels of the Nursing pathway, as well as within a variety of allied health fields for which the consortium offers relevant programs of study.

We already partner with community colleges to inform their existing programs and curriculum, as well as to make suggestions for programs and pathways that should be developed to meet changing and emerging needs within the healthcare industry. We are eager to work with the consortium to enhance this partnership in the following ways:

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- Hire qualified graduates of the consortium's health programs of study

We are excited about the potential of such a project for our community, and we look forward to your review of the consortium's application.

Sincerely,



Ann Mendoza, MSN, RN, NPD-BC, NE-BC

Director Clinical Education

909-865-9501 x1468

ann.mendoza@pvhmc.org

May 1, 2022
U.S. Department of Labor
Employment and Training Administration
200 Constitution Ave NW
Washington, DC 20210

Dear SCC2 Training Grants Review Panel:

I am writing this letter of support for the proposed project titled San Gabriel Valley Health Careers Consortium. This project has the potential to significantly address the regional demand for a highly qualified healthcare workforce, particularly one that more closely mirrors the racial and ethnic diversity of the patients we serve.

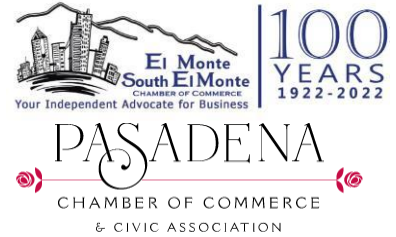
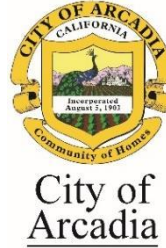
LifeLine Ambulance provides Critical Care, ALS and BLS transportation to our Hospitals, Health Plans, and Clinics. LifeLine Ambulance provides On Demand Critical Care and Paramedic Services of Stroke, STEMI and High Acuity transportation services that ensures complete satisfaction to the patients and communities we serve. Our partnership with the Colleges and Allied Health Programs ensures we at LifeLine can meet our goals of hiring 70 clinicians per month to ensure we meet the demand necessary for the Counties in which we service as well as our Hospital and Health Plan clients. Over the next decade, our organization anticipates hiring at all levels of the Nursing pathway, as well as within a variety of allied health fields for which the consortium offers relevant programs of study

We already partner with community colleges to inform their existing programs and curriculum, as well as to make suggestions for programs and pathways that should be developed to meet changing and emerging needs within the healthcare industry. We are eager to work with the consortium to enhance this partnership in the following ways:

- Participate in the regional advisory committee to inform the project implementation, provide feedback, and make recommendations regarding specific program components
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- Develop work-based learning opportunities, where possible, for students enrolled in the consortium's health programs of study
- Hire qualified graduates of the consortium's health programs of study

We are excited about the potential of such a project for our community, and we look forward to your review of the consortium's application.

Sincerely,
Michelle Evans
Chief Nursing Officer/ Chief Strategy Officer



May 20, 2022

U.S. Department of Labor
Employment and Training Administration
200 Constitution Ave NW
Washington, DC 20210

Dear SCC2 Training Grants Review Panel:

On behalf of the San Gabriel Valley Economic Partnership (the Partnership) and the organizations listed above, we offer our collective support for the San Gabriel Valley Health Careers Consortium (SGVHCC) as proposed in Mt. San Antonio College's application to the Department of Labor's Strengthening Community Colleges Training Grants program. The creation of this regional consortium will address the urgent and ongoing need for educational programs that lead to high-growth, high-wage jobs in the healthcare industry.

Our organizations recognize the important role community colleges play in meeting the demand for healthcare workers and improving health equity. Community colleges have long offered extensive student services and ensuring that they have the resources they need to sustain and improve their programs for student success beyond the classroom experience. There is no doubt that this grant funding will help Mt. Sac and the SGVHCC to provide holistic health programs that meet industry demands and student needs, a pipeline of well-qualified health program graduates who mirror the diversity of the population of their community, improved economic mobility for underrepresented students, enhanced partnerships among regional institutions of higher education, employers, and the workforce development system, and use data to measure the impact of strategies and to make program improvements and sustainable systems change to close equity gaps and improve program outcomes

Mt. SAC has a long history of leading systems change through multi-pronged, complex projects, including consortium grants federal, state, and privately funded projects that have had a statewide or regional impact. Their collaborations have led to the creation of new career education programs, internships, and other work-based learning opportunities, accelerated pathways for high school students to community college and for community

college students to universities, and models for sharing best practices, recommendations, and lessons learned with other community colleges throughout the state.

The above members look forward to the implementation of this project and will work with the consortium's educational, business, and workforce development system partners on the activities outlined in the grant application. The Partnership will provide support with industry recruitment, advisory committee development, and work-based learning opportunities. It will actively seek out quality partners for the consortium's institutions of higher education and encourage these businesses to offer clinical placements for students and job placements for graduates in the identified health career pathways. We are excited to be a part of this project and are enthusiastic about building an even stronger partnership with the region's community colleges, universities, and employers to prepare students for good-paying jobs in the healthcare industry.

We appreciate your consideration of this application.

Sincerely,

A handwritten signature in black ink, appearing to read "Luis Portillo". The signature is fluid and cursive, with the first name "Luis" and last name "Portillo" clearly distinguishable.

Luis Portillo
President & CEO

CC: Alhambra Chamber of Commerce
El Monte/South El Monte Chamber of Commerce
La Verne Chamber of Commerce
Pasadena Chamber of Commerce
Temple City Chamber of Commerce
City of Arcadia
City of Baldwin Park
City of Duarte
City of Irwindale

May 12, 2022

U.S. Department of Labor
Employment and Training Administration
200 Constitution Ave NW
Washington, DC 20210

Dear SCC2 Training Grants Review Panel:

I am writing this letter of support for the proposed project titled San Gabriel Valley Health Careers Consortium. This project has the potential to significantly address the regional demand for a highly qualified healthcare workforce, particularly one that more closely mirrors the racial and ethnic diversity of the patients we serve.

Premier Ambulance, Inc. was founded in 2008 in response to a growing demand for specialized ambulance transportation services whose only focus is to partner with healthcare providers to meet their specific needs. Premier provides emergency and non-emergency ambulance services throughout Orange County and Los Angeles County and continued to expand our services to the community. As we expand we seek many healthcare professionals to exemplify our mission of high-quality patient care.

Over the next decade, our organization anticipates hiring at all levels of the EMS, Respiratory Care, & Nursing pathway, as well as within a variety of allied health fields for which the consortium offers relevant programs of study.

We already partner with community colleges to inform their existing programs and curriculum, as well as to make suggestions for programs and pathways that should be developed to meet changing and emerging needs within the healthcare industry. We are eager to work with the consortium to enhance this partnership in the following ways:

- Participate in the regional advisory committee to inform the project implementation, provide feedback, and make recommendations regarding specific program components
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- Develop work-based learning opportunities, where possible, for students enrolled in the consortium's health programs of study
- Hire qualified graduates of the consortium's health programs of study

We are excited about the potential of such a project for our community, and we look forward to your review of the consortium's application.

Sincerely,



Josh Dean
Director of Strategic Initiatives
Premier Ambulance

May 26, 2022

U.S. Department of Labor
Employment and Training Administration
200 Constitution Ave NW
Washington, DC 20210

Dear SCC2 Training Grants Review Panel:

We are the University of La Verne's President's Health Advisory Council (PHAC), a coalition of 38 health care industry leaders representing hospitals, schools of medicine, medical suppliers, insurance companies, and other organizations throughout Inland Southern California. Since 2019, we have met regularly to closely advise the university on the creation of their new College of Health and Community Well-Being, providing in-depth recommendations on planning, programming, accreditation, timing, current workforce needs, opportunities for collaboration, and other key aspects of launching a college of health.

Collectively, we are writing this letter in strong support for the proposed project titled San Gabriel Valley Health Careers Consortium. Our nation's severe shortage of healthcare workers, exacerbated by the COVID-19 pandemic, is well documented, along with problems of access to care for underserved communities. The members of PHAC, in partnership with the university, aim to be part of the solution. This project has the potential to significantly address the regional demand for a highly qualified healthcare workforce, particularly one that more closely mirrors the racial and ethnic diversity of the region, and helps support those coming from marginalized communities.

As a proud Hispanic Serving Institution (HSI) with a highly diverse student population largely drawn from the surrounding region, the University of La Verne is uniquely poised to train the health care workforce of the future. Its mission is to train its students, many of whom come from underserved communities themselves, to provide high-quality care through a lens of greater social equity—emphasizing cultural competence, mental health and well-being, and attention to the social determinants of health. We believe that the University of La Verne as part of the San Gabriel Valley Health Career Consortium will be a critical new workforce development resource for the Inland Southern California community and beyond.

University of La Verne

Over the next decade, the university anticipates hiring healthcare professionals in a myriad of levels and roles, and we are eager to work with this consortium to enhance this partnership. We look forward to your review of the consortium's application.

Sincerely,

Dr. David Anderson
Orthopedic Surgeon
Kaiser Permanente

Roger Auerbach
President
Auerbach Consulting, Inc.

Dr. Dora Barilla
President & Co-Founder
HC2 Strategies

Ed Bjurstrom
Vice President Operations
Gilead Sciences Inc.

Dr. Linda Bosserman-Piatt
Asst Clinical Professor, Oncology
City of Hope Medical Group

Jon Brower '95
Director, Strategic Accounts
Covidien

Dr. Kim Burchiel, M.D.
Neurosurgery Specialist

Dr. Ronald Carter
Provost
Loma Linda University

Randall Castillo
CEO
St. Mary Medical Center

Tony Chan
President
ABC Pharmacy Group

Leigh Cornell
Government Relations Representative
Vice President, Administration Pomona
Valley Hospital Medical Center

Zoila D. Escobar '03, MBA'13
Sr. Vice President, Strategic
Development and Community Support
AltaMed
President, AltaMed Foundation

Dr. Deborah Freund
University Professor
Claremont Graduate University

Clemente Gonzalez
Area Executive Director, So. California ALSAC
| St. Jude Children's Research Hospital

Dr. David Hayes-Bautista
Professor of Medicine and Director
UCLA-Geffen School of Medicine

Mark Hicks '90
Owner and President
NHC Medical Supply

Thomas Hsieh
CEO
SplinterRock, Inc.

Dr. David Krasnow '69
President
DK Consulting Inc.

Dr. James Lally
Community Physician, CEO LMG Founder and
Veteran
Lally Medical Group

Randall Lewis
Executive Vice President
Lewis Management Corp.

Dr. Devorah Lieberman
President
University of La Verne

Linda Lindsey
Attorney
Lindsey Law Office

Dr. Phil Loverso
President and CEO
Casa Colina Hospital & Center for Health Care

Margarita Luna
Program Manager
The California Endowment

Jarrold McNaughton '00
Chief Operating Officer
Inland Empire Health Plan

Julie Miller-Phipps '89
President
Kaiser Permanente Southern California
and Hawaii Health Plan and Hospitals

Dr. Lisa W. Phillips
Physician
Loma Linda VA Healthcare System

Victoria Pontell
Director of Nursing
University of La Verne

Leslie Porras '93, '00
Public Relations Director, West Region
Anthem, Inc.

Deborah Proctor
CEO, Retired
St. Joseph Health System

Dr. John Raffoul '02
President and CEO
White Memorial Hospital

Dr. Judith Reichman
Physician
Cedar-Sinai Medical Center

Dr. Steve Rosen
Provost and Chief Scientific Officer
City of Hope Medical Group

Robert Sallis
Co-Director, Sports Medicine Fellowship
Kaiser Permanente

Katie Skelton
Chief Nursing Officer
St. Joseph Hospital

Gayle Tang
Health Equity and Integration Consultant
City College of San Francisco

Donna Townsend
Vice President, Cardiovascular,
Pulmonary & Perioperative (ICC) Services
Citrus Valley Health Partners

Richard Yochum
President and CEO
Pomona Valley Hospital Medical Center



May 18, 2022

U.S. Department of Labor
Employment and Training Administration
200 Constitution Ave NW
Washington, DC 20210

Dear SCC2 Training Grants Review Panel:

The Los Angeles Regional Consortium, a state-supported partnership of the 19 community colleges in Los Angeles County, is pleased to support the San Gabriel Valley Health Careers Consortium on the proposed application to the Strengthening Community Colleges Training Grants program. The consortium will address critical workforce needs in the healthcare industry. We look forward to the implementation of this project and will work with the educational partners, the public workforce system, and employers on the following activities:

- Support the project's proposed strategies regarding outreach and enrollment, onboarding and assessing the needs of incoming students, faculty professional development, holistic student support, and accelerating students along career pathways
- Participate in the regional advisory committee to regularly assess the consortium's progress, share, and analyze data, and make adjustments as needed
- Promote and facilitate collaboration with AJCCs and other workforce system partners for referral of students
- Promote and support new partnerships with employers for clinical placements, work-based learning opportunities, incumbent worker training opportunities, and job placements

We are committed to the success of the proposed project and to sustainable systems change beyond the grant period. We are enthusiastic about the project's implementation. We appreciate your consideration of this application.

Sincerely,

Dr. Narineh Makijan
Los Angeles Regional Consortium, Assistant Vice President/Chair
Pasadena City College | Economic & Workforce Development
Office: 626.585.7304 | Cell: 818.445.4750 | nmakijan@pasadena.edu



April 12, 2022

William Scroggins, PhD
Mt. San Antonio College
1100 N Grand Ave
Walnut, CA 91789-1399

Dear Dr. Scroggins:

It is my pleasure to write this letter of support for Mt. San Antonio College's FY 2023 Community Project request to support its proposed project titled "Employer Engagement, Work-based Learning, and Apprenticeships in Licensed Vocational Nursing (LVN)."

We are supportive of Mt. San Antonio College's proposal as it demonstrates your commitment to developing training programs and internships that address the regional demand for healthcare workers.

PIH Health is a non-for-profit, regional healthcare network with three hospitals, numerous outpatient medical offices, a multispecialty medical (physician) group, home healthcare services and hospice care, as well as heart, cancer, digestive health, orthopedics, women's health, urgent care and emergency services. We serve more than 3.7 million residents in the Los Angeles County, Orange County and San Gabriel Valley region.

Over the next decade, our organization anticipates hiring at all levels along the health career pathway, including LVNs. We are eager to work with your college on the development of paid internships and work-based learning opportunities that will prepare students for their future career as a LVN. We also look forward to hiring qualified program graduates.

We are excited about the potential of such a program for our community.

Sincerely,

A handwritten signature in black ink, appearing to read "Ivy C. Tuason", with a horizontal line extending to the right.

Ivy C. Tuason, PhD, RN, FNP-BC
Systems Director Clinical Education and Professional Development
12401 Washington Blvd. Whittier, CA 90602



April 10, 2022

William Scroggins, PhD
Mt. San Antonio College
1100 N Grand Ave
Walnut, CA 91789-1399

Dear Dr. Scroggins:

It is my pleasure to write this letter of support for Mt. San Antonio College's FY 2023 Community Project request to support its proposed project titled "Employer Engagement, Work-based Learning, and Apprenticeships in Licensed Vocational Nursing (LVN)."

We are supportive of Mt. San Antonio College's proposal as it demonstrates their commitment to developing training programs and internships that address the regional demand for healthcare workers.

It is our mission at Hillcrest to serve and enrich the lives of older persons through quality services and to be the premier destination for vibrant community living. We are a non-profit life plan community with nearly 400 residents living in residential, assisted living and memory care as well as skilled nursing when circumstances require a higher level of care. We have been serving the greater La Verne community for over 75 years and were originally founded by the Church of the Brethren.

Over the next decade, our organization anticipates hiring at all levels along the health career pathway, including LVNs. We are eager to work with Mt. San Antonio College on the development of paid internships and work-based learning opportunities that will prepare students for their future career as an LVN. We also look forward to hiring qualified program graduates.

We are excited about the potential of such a partnership for our community.

Sincerely,

Sue Fairley, Vice President of Health Services
Hillcrest Brethren Homes



April 10, 2022

William Scroggins, PhD
Mt. San Antonio College
1100 N Grand Ave
Walnut, CA 91789-1399

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We are supportive of Mt. San Antonio College's proposal as it demonstrates your commitment to developing training programs and internships that address the regional demand for healthcare workers.

At Sunny hills, we take great pride in our plan of care. Our rehabilitation programs not only include recovering physically, but we integrate the patient's clinical, emotional, cognitive, and spiritual well-being into the plan of care. We want to prepare our residents to adapt to a new environment that helps them recover quickly and return home and get back to enjoying their lives.

Over the next decade, our organization anticipates hiring at all levels along the health career pathway, including LVNs. We are eager to work with your college on the development of paid internships and work-based learning opportunities that will prepare students for their future career as a LVN. We also look forward to hiring qualified program graduates.

We are excited about the potential of such a program for our community.

Sincerely,

Marie Lopez-Dee
Administrator

2222 N. Harbor Blvd., Fullerton, CA 92835
T: 714-992-5701 F: 714-526-4884 C: 951-454-9330



HEALTH SERVICES CENTER

721 Harrison Ave
Claremont, CA 91711

Tel: (909) 399-5535
Fax: (866) 233-5514

www.pilgrimplace.org

April 10, 2022

William Scroggins, PhD
Mt. San Antonio College
1100 N Grand Ave
Walnut, CA 91789-1399

Dear Dr. Scroggins:

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We are supportive of Mt. San Antonio College's proposal as it demonstrates your commitment to developing training programs and internships that address the regional demand for healthcare workers.

Pilgrim Place is an intentional, caring multi-level senior living community striving to be socially responsible; environmentally sustainable; diverse in race, ethnicity, gender, sexual orientation, and religion; and committed to excellence in health care and developing services that foster meaningful growth and dignity for all who live, work, and volunteer here.

Over the next decade, our organization anticipates hiring at all levels along the health career pathway, including LVNs. We are eager to work with your college on the development of paid internships and work-based learning opportunities that will prepare students for their future career as a LVN. We also look forward to hiring qualified program graduates.

We are excited about the potential of such a program for our community.

Sincerely,

Rich Rodas

Rich Rodas
Vice President of Health Services

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN:

DATE:10/08/2021

ORGANIZATION:

FILING REF.: The preceding
agreement was dated
02/26/2018

Mt. San Antonio Community College
District

1100 N. Grand Avenue

Walnut, CA 91789

The rates approved in this agreement are for use on grants, contracts and other
agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: Facilities And Administrative Cost Rates

RATE TYPES: FIXED FINAL PROV. (PROVISIONAL) PRED. (PREDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2022	06/30/2026	30.00	On-Campus	All Programs
PRED.	07/01/2022	06/30/2026	12.00	Off-Campus	All Programs
PROV.	07/01/2026	Until Amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2026.

*BASE

Direct salaries and wages including all fringe benefits.

ORGANIZATION: Mt. San Antonio Community College District

AGREEMENT DATE: 10/8/2021

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

OFF-CAMPUS DEFINITION: The off-campus rate will apply for all activities: a) Performed in facilities not owned by the institution and where these facility costs are not included in the F&A pools; or b) Where rent is directly allocated/charged to the project(s). Grants or contracts will not be subject to more than one F&A cost rate. If more than 50% of a project is performed off-campus, the off-campus rate will apply to the entire project.

DEFINITION OF EQUIPMENT

Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds \$5,000.

The following fringe benefits are treated as direct costs:

SOCIAL SECURITY, WORKERS COMPENSATION, MEDICAL/DENTAL/LIFE INSURANCE, UNEMPLOYMENT, MEDICARE, AND PENSION.

The four year extension of the indirect cost rate was granted in accordance with 2 CFR 200.414(g).

NEXT PROPOSAL DUE DATE

A proposal based on actual costs for fiscal year ending 06/30/25, will be due no later than 12/31/25.

ORGANIZATION: Mt. San Antonio Community College District

AGREEMENT DATE: 10/8/2021

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted: such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

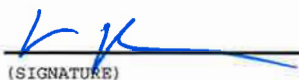
E. OTHER:

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

Mt. San Antonio Community College District

(INSTITUTION)



(SIGNATURE)

Morris Rodrigue

(NAME)

Vice President, Administrative Services

(TITLE)

October 20, 2021

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

Arif M. Karim -S

Digitally signed by Arif M. Karim

-S

Date: 2021.10.14 21:28:54 -05'00'

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

10/8/2021

(DATE) 4667

HHS REPRESENTATIVE:

Karen Wong

Telephone:

(415) 437-7820

Financial System Risk Assessment

U.S. DEPARTMENT OF LABOR – EMPLOYMENT AND TRAINING ADMINISTRATION (ETA) FUNDING OPPORTUNITY ANNOUNCEMENT: FINANCIAL SYSTEM RISK ASSESSMENT
--

SECTION A: PURPOSE

The financial responsibility of grantees must be such that the grantee can properly discharge the public trust which accompanies the authority to expend public funds. Adequate administrative and financial systems including the accounting systems should meet the following criteria as contained in 2 CFR 200 and 2 CFR 2900.

- (1) Accounting records should provide information needed to adequately identify the receipt of funds under each grant awarded and the expenditure of funds for each grant.
- (2) Entries in accounting records should refer to subsidiary records and/or documentation which support the entry and which can be readily located.
- (3) The accounting system should provide accurate and current financial reporting information.
- (4) The accounting system should be integrated with an adequate system of internal controls to safeguard the funds and assets covered, check the accuracy and reliability of accounting data, promote operational efficiency, and encourage adherence to prescribed management policies.

SECTION B: GENERAL

1. Complete the following items:

a. When was the organization founded/incorporated? July 1, 1946	b. Principal officers and titles William T. Scroggins, PhD, President & CEO Kelly Fowler, Vice President of Instruction Audrey Yamagata-Noji, PhD, VP of Student Services Morris Rodrigue, VP of Administrative Services Sokha Song, EdD, VP of Human Resources
c. Employer Identification Number 95-6002131	
d. Number of employees Full-time: 1,211 Part-time: 872	

U.S. DEPARTMENT OF LABOR – EMPLOYMENT AND TRAINING
ADMINISTRATION (ETA)
**FUNDING OPPORTUNITY ANNOUNCEMENT: FINANCIAL SYSTEM RISK
ASSESSMENT**

<p>2. Is the organization or institution affiliated with any other organization: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, please provide details as to the nature of the company (for profit, nonprofit, LLC, etc) and if it provides services or products to the organization in relation to this grant.</p>	<p>3. Total Sales/Revenue in most recent accounting period (<i>12 months</i>)</p> <p>\$380,017,458</p>
---	--

SECTION C: ACCOUNTING SYSTEM

1. Has any Government Agency rendered an official written opinion concerning the adequacy of the accounting system for the collection, identification and allocation of costs under Federal contract/grants? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
a. If yes, provide name and address of Agency performing review:	b. Attach a copy of the latest review and any subsequent correspondence, clearance documents, etc.
	Note: If review occurred within the past three years, omit questions 2-8 of this Section and Section D.

2. Which of the following best describes the accounting system:	<input type="checkbox"/> State-administered	<input checked="" type="checkbox"/> Web-based
	<input type="checkbox"/> Internally developed	

3. Does the accounting system identify the receipt and expenditure of program funds separately for each contract/grant?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
	<input type="checkbox"/> Not sure	

4. Does the accounting system provide for the recording of expenditures for each grant/contract by the component project and budget cost categories shown in the approved budget?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure
---	--

5. Are time distribution records maintained for an employee when his/her effort can be specifically identified to a particular cost objective?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure
--	--

6. If the organization proposes an overhead rate, does the accounting system provide for the segregation of direct and indirect expenses?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
	<input type="checkbox"/> Not sure	

7. Does the organization have an approved indirect cost rate or cost allocation plan?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
	<input type="checkbox"/> Not sure	
If so, who approved it (Federal Cognizant Agency or a Pass-through Entity)? What are the effective dates?		
U.S. Department of Health & Human Services 7/1/2022 – 6/30/2026		

U.S. DEPARTMENT OF LABOR – EMPLOYMENT AND TRAINING
ADMINISTRATION (ETA)
**FUNDING OPPORTUNITY ANNOUNCEMENT: FINANCIAL SYSTEM RISK
ASSESSMENT**

8. Does the accounting/financial system include budgetary controls to preclude incurring obligations in excess of:

a. Total funds available for a grant? ☒ Yes ☐ No ☐ Not sure

b. Total funds available for a budget cost category (e.g., Personnel, Travel, etc.)? ☒ Yes ☐ No ☐ Not sure

9. Does the organization or institution have an internal control structure that would provide reasonable assurance that the grant funds, assets, and systems are safeguarded? ☒ Yes ☐ No ☐ Not sure

SECTION D: FINANCIAL STABILITY

1. Is there any legal matter or an ongoing financial concern that may impact the organization's ability to manage and administer the grant? ☐ Yes ☒ No
If yes, please explain briefly.

SECTION E: FINANCIAL STATEMENTS

1. Did an independent certified public accountant (CPA) ever examine the financial statements? ☒ Yes ☐ No

2. If an independent CPA review was performed please attach a copy of their latest report and any management letters issued. ☒ Enclosed ☐ N/A

3. If an independent CPA was engaged to perform a review and no report was issued, please provide details and an explanation below.

SECTION F: ADDITIONAL INFORMATION

1. Use this space for any additional information (*indicate section and item numbers if a continuation*)

E.2. The three-page independent auditor's report is attached to this document. Mt. SAC will provide the 117-page audited financial statements for FY 2020-21 upon request.



Financial Statements
June 30, 2021

Mt. San Antonio Community College District





Independent Auditor's Report

Board of Trustees
Mt. San Antonio Community College District
Walnut, California

Report on the Financial Statements

We have audited the accompanying financial statements of the business-type activities, the aggregate discretely presented component unit (Mt. San Antonio College Auxiliary Services), and the aggregate remaining fund information of Mt. San Antonio Community College District (the District) as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatements, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the District's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities, the aggregate discretely presented component unit, and the aggregate remaining fund information of the District as of June 30, 2021, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter – Change in Accounting Principle

As discussed in Note 2 and Note 15 to the financial statements, the District adopted the provisions of GASB Statement No. 84, *Fiduciary Activities*, which resulted in a restatement of net position as of July 1, 2020. Our opinion is not modified with respect to this matter.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 4 through 25, and other required supplementary schedules on pages 75 through 82, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's financial statements. The accompanying supplementary information, including the Schedule of Expenditures of Federal Awards, as required by the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), and other supplementary information listed in the table of contents, is presented for purposes of additional analysis and are not a required part of the financial statements.

The Schedule of Expenditures of Federal Awards and other supplementary information listed in the table of contents are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with

auditing standards generally accepted in the United States of America. In our opinion, the Schedule of Expenditures of Federal Awards and other supplementary information listed in the table of contents are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

The accompanying unaudited supplementary information has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued a report dated November 30, 2021, on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.

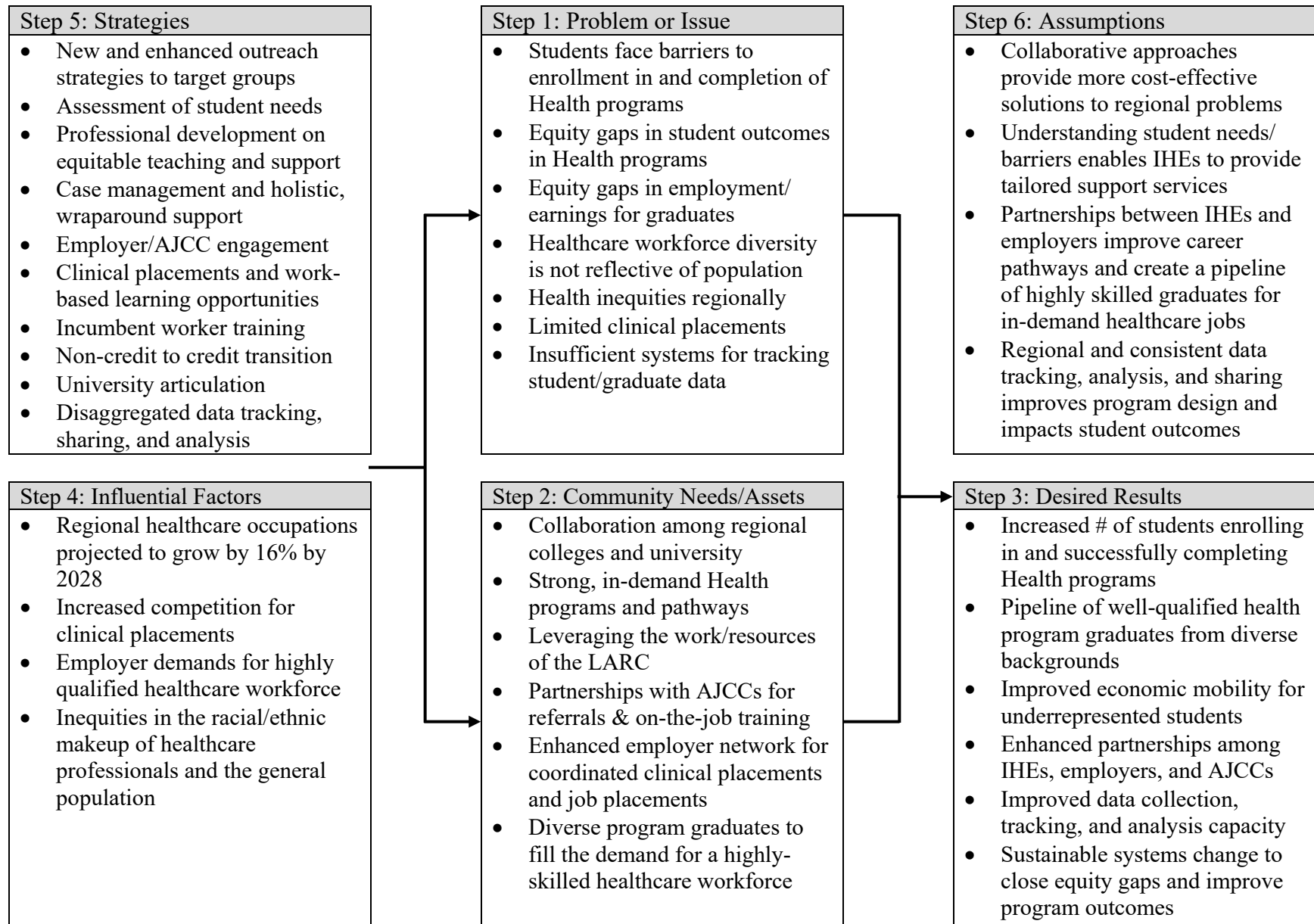
A handwritten signature in black ink that reads "Eide Bailly LLP". The signature is written in a cursive, flowing style.

Rancho Cucamonga, California
November 30, 2021

Logic Model – Systems Component Table

Inputs	Activities	Outputs	Outcomes	Desired Impacts
<p><u>Community colleges:</u> Mt. SAC, Citrus, Glendale, Rio Hondo, Pasadena</p> <p><u>Workforce development system:</u> WDACS, Pomona Valley AJCC, East San Gabriel Valley AJCC</p> <p><u>Employers:</u> See list</p> <p><u>Universities:</u> University of La Verne; add others</p> <p><u>Consultants:</u> Evaluator</p> <p><u>Personnel:</u> TBD</p> <p><u>Resources:</u> in-kind college and categorical funds, SCC2 Grant, SWP Local & Regional, CCCC Nursing, Song-Brown Nursing, Rupe Foundation, ReThink Adult Ed, Community Projects funding, Perkins Postsecondary</p>	<p><i>(Activities are more detailed in workplan.)</i></p> <p>Use LARC-created resources and targeted outreach strategies to inform students about Health programs.</p> <p>Assess needs of incoming students in Health programs.</p> <p>Provide holistic support to students in Health pathways.</p> <p>Establish new/expand existing partnerships with employers in the healthcare industry.</p> <p>Transition noncredit students into credit programs.</p> <p>Establish/expand articulation with four-year institutions.</p> <p>Establish process for tracking students from enrollment to employment.</p> <p>Ensure ongoing data analysis to improve equity outcomes.</p>	<ul style="list-style-type: none"> Digital brochure and regional map of programs Counseling toolbox Outreach to enroll targeted populations in nontraditional programs Student testimonials and success stories Pre-entry survey for students in health programs Faculty professional development on equitable teaching and support Case management for at-risk students Basic needs grants for highest-need students Employer engagement on advisory committee AJCC engagement on advisory committee Employer liaison to develop clinical and job placements Exploration of incumbent worker training opportunities Employer survey Enhanced transition of noncredit students into credit programs Increased articulation with baccalaureate programs Data sharing agreements Graduate survey 	<p><i>(Outcome statements are shortened due to space limitations; see outcomes table.)</i></p> <p><u>Capacity-Building Outcome 1:</u> Implement a multi-faceted outreach plan to inform and guide low-income, Latinx, and other underrepresented students into Health programs of study.</p> <p><u>Capacity-Building Outcome 2:</u> Launch an employer engagement campaign to ensure sufficient clinical and job placements.</p> <p><u>Capacity-Building Outcome 3:</u> Develop a regional data tracking system and data sharing plan that disaggregates student data and tracks employment outcomes.</p> <p><u>Equity Outcome 1:</u> Implement an onboarding process that identifies needs and barriers to completion and provides wraparound support based on identified needs.</p> <p><u>Equity Outcome 2:</u> Improve the economic mobility of low-income, Latinx, and other underrepresented students by accelerating them along Health career pathways and into jobs.</p> <p><u>Other Outcomes:</u></p> <ul style="list-style-type: none"> Increase # enrolled among target groups. Increase course success and program completion rates among target groups. Increase # employer partners. Increase # clinical placements. Increase # job placements. Increase # of noncredit students transitioning to credit programs. Increase # of incumbent workers enrolled in health programs. Establish new articulation agreements. Increase median change in earnings. Employer and student survey results Regular data reports 	<p>Well-articulated health programs that meet industry demands and student needs</p> <p>Pipeline of well-qualified health program graduates who mirror the diversity of the population at large</p> <p>Improved economic mobility for underrepresented students</p> <p>Enhanced partnerships among regional institutions of higher education, employers, and the workforce development system</p> <p>Regional capacity to access, understand, and use data to measure the impact of strategies and to make program improvements</p> <p>Sustainable systems change to close equity gaps and improve program outcomes</p>

Logic Model – Theory of Change



Performance Outcomes Table

Capacity-Building Outcome #1
Capacity-Building Outcome Statement 1: Implement a multi-faceted outreach plan to inform and guide low-income, Latinx, and other underrepresented students into Health programs of study that match their interests, aptitude, skill sets, and long-term career goals.
Type or Direction of Change: Increase
Unit of Measurement: Consortium colleges using specific outreach tools/strategies, student contacts through outreach activities, and student enrollments in consortium Health programs of study, disaggregated by socioeconomic status, gender, and race/ethnicity
Outcome Target: All consortium colleges use targeted outreach tools/strategies to increase enrollment across Health programs of study by 10%.
Current State/Other Baseline: Consortium colleges do not conduct outreach activities targeted at specific populations for their Health programs. The baseline enrollment (2019-20) across all grant-funded programs of study is 7,269.
Grant-funded Programs of Study: Nursing Pathway – Home Health Aide (1230.80), Certified Nursing Assistant (1230.30), Licensed Vocational Nurse (1230.20), Registered Nurse (1230.10); Emergency Medical Services Pathway – Emergency Medical Technician (1250.00), Paramedic (1251.00); Dental Pathway – Dental Laboratory Technician (1240.30), Dental Assistant (1240.10), Dental Hygienist (1240.20); Medical Assisting Pathway – Medical Assistant (1208.00), Clinical Medical Assistant (1208.10); Addiction Counseling (2104.40); Health Information Technology (1223.00); Orthopedic Assistant (1214.00); Psychiatric Technician (1239.00); Radiologic Technologist (1225.00); Respiratory Therapist (1210.00)
Target Population(s): Low-income and Latinx students into Health pathways; students under age 25, who are underrepresented in Health programs; adult noncredit students into credit Health programs; targeted populations who are underrepresented in specific Health programs, such as men in Nursing pathway programs and Psychiatric Technician, women in EMS pathway programs and Radiologic Technology, and Latinx students in Dental Hygienist
Definition(s): Multi-faceted outreach plan will leverage resources being developed by the Los Angeles Regional Consortium (LARC), including a digital brochure and regional map of Health programs and a toolbox for counselors, as well as development of student testimonials and success stories from a diverse student population and targeted outreach to first-time students, noncredit students, and incumbent workers in the healthcare field.
Timeframe: Use of LARC resources and development of additional targeted outreach materials and strategies in Year 1; targeted outreach in Year 2-4
How Sustained: After resources are developed, the consortium colleges will be able to sustain activities through the current infrastructure at each campus. Resources will be shared with the 19 community colleges in the LARC and other interested California community colleges.
Rationale: Throughout the COVID-19 pandemic, public community colleges have seen the largest percentage in enrollment declines of any segment of postsecondary education at 13%. ²² These enrollment declines have most significantly affected low-income students, students of color, and potential first-generation college students. In addition, the region is facing a growing healthcare professional shortage, and the healthcare workforce does not reflect the diversity of the population. In Los Angeles County, Latinx individuals make up 49% of the population but only 13% of the RN workforce. ⁷ In contrast, lower-paying jobs in healthcare are predominately held by people of color, who account for 77% of the direct care workforce in California. ⁸ Creating a pipeline of diverse students into affordable programs of study that lead to high-growth, family-sustaining occupations is imperative.

Performance Outcomes Table

Capacity-Building Outcome #2
Capacity-Building Outcome Statement 2: Launch an employer engagement campaign to ensure sufficient clinical placements for students enrolled in Health programs of study and to create a pipeline of diverse, well-prepared graduates for long-term job placements.
Type or Direction of Change: Increase
Unit of Measurement: # of employer partners offering clinical placements and/or work-based learning opportunities for students in Health programs of study
Outcome Target: Increase by 10% the number of employers offering clinical placements and other work-based learning opportunities for students in Health programs of study among the consortium colleges.
Current State/Other Baseline: The consortium colleges have longstanding relationships with employers for each of their Health programs to meet supervised clinical training requirements. However, the COVID-19 pandemic and increased competition for clinical placements has created a bottleneck and has limited capacity growth. The baseline number of employer partners offering clinical placements across all targeted programs is 94.
Grant-funded Programs of Study: Nursing Pathway – Home Health Aide (1230.80), Certified Nursing Assistant (1230.30), Licensed Vocational Nurse (1230.20), Registered Nurse (1230.10); Emergency Medical Services Pathway – Emergency Medical Technician (1250.00), Paramedic (1251.00); Dental Pathway – Dental Laboratory Technician (1240.30), Dental Assistant (1240.10), Dental Hygienist (1240.20); Medical Assisting Pathway – Medical Assistant (1208.00), Clinical Medical Assistant (1208.10); Addiction Counseling (2104.40); Health Information Technology (1223.00); Orthopedic Assistant (1214.00); Psychiatric Technician (1239.00); Radiologic Technologist (1225.00); Respiratory Therapist (1210.00)
Target Population(s): Low-income, Latinx, and other underrepresented students
Definition(s): Employer engagement campaign will include community college advocacy to employers, engagement on the consortium’s advisory board, informing employers about the consortium’s programs, assessing employers’ needs for new training programs that meet labor market demands, creating opportunities for upskilling incumbent workers, and an employer liaison to identify clinical placements, internships, and long-term job placements.
Timeframe: Establishment of advisory board and employer liaison in Year 1; targeted advocacy and creation of new partnerships and clinical placements in Years 2-4
How Sustained: Once established, the regional advisory board will be sustained beyond the grant period. Outreach to new employers is time-intensive, but maintaining partnerships through ongoing engagement and a steady stream of highly-qualified graduates to meet employer demand for its healthcare workforce will be easily sustained.
Rationale: The single greatest capacity limitation for the consortium’s Health programs is a lack of clinical placements among regional healthcare facilities. Unlike other industry sectors, supervised clinical training in the field is a requirement for students wanting to become licensed healthcare workers. Increased competition for clinical placements from for-profit institutions is particularly problematic. For-profit colleges spend less money on instruction per tuition dollar collected than any other segment of higher education. Students frequently amass unsurmountable student loan debt, and they receive a lower-quality education and preparation for the workforce. ³¹ Community colleges offer a much more affordable and higher quality education, but they still must compete with sub-par institutions for limited clinical placements. The consortium will engage employers and advocate for prioritization of community college students for clinical placements and create a pipeline of graduates for long-term jobs.

Performance Outcomes Table

Capacity-Building Outcome #3
Capacity-Building Outcome Statement 3: Develop a regional data tracking system and data sharing plan that disaggregates student data within the consortium's Health programs of study and tracks employment outcomes for program graduates.
Type or Direction of Change: Increase
Unit of Measurement: Consortium colleges using a standardized approach to data collection and tracking for students enrolled in Health programs of study and graduates of these programs, disaggregated by socioeconomic status, gender, and race/ethnicity
Outcome Target: All consortium colleges use a regional data tracking system for students enrolled in and graduates of Health programs of study.
Current State/Other Baseline: Each consortium college collects student data to determine enrollment, retention, and achievement. However, the colleges do not consistently conduct in-depth analysis of programmatic data for ongoing equity gap identification. The colleges have less complete information on employment outcomes for program completers. Additionally, the consortium colleges have not historically shared data among their institutions.
Grant-funded Programs of Study: Nursing Pathway – Home Health Aide (1230.80), Certified Nursing Assistant (1230.30), Licensed Vocational Nurse (1230.20), Registered Nurse (1230.10); Emergency Medical Services Pathway – Emergency Medical Technician (1250.00), Paramedic (1251.00); Dental Pathway – Dental Laboratory Technician (1240.30), Dental Assistant (1240.10), Dental Hygienist (1240.20); Medical Assisting Pathway – Medical Assistant (1208.00), Clinical Medical Assistant (1208.10); Addiction Counseling (2104.40); Health Information Technology (1223.00); Orthopedic Assistant (1214.00); Psychiatric Technician (1239.00); Radiologic Technologist (1225.00); Respiratory Therapist (1210.00)
Target Population(s): Low-income, Latinx, and other underrepresented students/graduates
Definition(s): Regional data tracking system will establish a standardized method for collecting disaggregated student data, by Health program of study, and analyzing this data on both an institutional level and a consortium-wide level to identify equity gaps as well as track improvements in outcomes over time. This plan will also conduct a targeted survey of Health program graduates to gather consistent and relevant information on employment and earnings outcomes. This information will be supplemented by an annual salary survey among regional employers to gather additional data on employment and earnings, by occupation.
Timeframe: Establishment of data tracking system and development of graduate & employer surveys in Year 1; annual survey implementation and data analysis/sharing in Years 2-4
How Sustained: After the data tracking system and data sharing plan are developed, the consortium colleges will be able to sustain processes through the current infrastructure at each campus and ongoing consortium meetings after the project period. The consortium colleges will pool resources to conduct the annual surveys and/or consider moving to a biennial model.
Rationale: While the consortium colleges regularly collect student data for statewide reporting purposes, they do not have a regional system for analyzing and sharing this data to improve program outcomes regionally. The consortium has even less complete information regarding employment outcomes of program completers. California tracks employment and earnings outcomes for community college students through several tools (e.g., California UI Wage File, CTE Outcome Survey). However, these tools have limitations and provide an incomplete picture of the employment outcomes for program completers. The results also lag by at least two years, an issue that has been exacerbated during the COVID-19 pandemic. ⁴¹

Performance Outcomes Table

Equity Outcome #1
Equity Outcome Statement 1: Implement an onboarding process for students entering Health programs of study that identifies needs and barriers to completion and provides wraparound support based on identified needs.
Type or Direction of Change: Increase
Unit of Measurement: Student completion of onboarding process in consortium Health programs of study, disaggregated by socioeconomic status, gender, and race/ethnicity, and types of needs and barriers identified by Health program of study
Outcome Target: All consortium colleges conduct a pre-entry survey among 100% of students enrolling in identified Health programs of study and implement a network of support.
Current State/Other Baseline: Anecdotal information is available among the consortium colleges regarding students' academic, mental health, financial, and other basic needs. Faculty in some Health programs have noted increased attrition since students have returned to campus after the COVID-19 pandemic closures. The consortium desires to capture in a quantitative way the specific needs of students enrolled in Health programs to provide targeted support.
Grant-funded Programs of Study: Nursing Pathway – Home Health Aide (1230.80), Certified Nursing Assistant (1230.30), Licensed Vocational Nurse (1230.20), Registered Nurse (1230.10); Emergency Medical Services Pathway – Emergency Medical Technician (1250.00), Paramedic (1251.00); Dental Pathway – Dental Laboratory Technician (1240.30), Dental Assistant (1240.10), Dental Hygienist (1240.20); Medical Assisting Pathway – Medical Assistant (1208.00), Clinical Medical Assistant (1208.10); Addiction Counseling (2104.40); Health Information Technology (1223.00); Orthopedic Assistant (1214.00); Psychiatric Technician (1239.00); Radiologic Technologist (1225.00); Respiratory Therapist (1210.00)
Target Population(s): Low-income, Latinx, and other underrepresented students
Definition(s): The pre-entry survey will assess student needs for academic, basic needs, mental health, and other supportive services. It will identify specific barriers to participation in Health programs. Faculty and administrators will use the results to provide targeted support and referrals to additional services based on student needs. The consortium will engage faculty in professional development on equitable teaching practices and strategies for supporting underrepresented students and closing equity gaps. A dedicated case manager will address the needs of students most at-risk of not completing Health programs.
Timeframe: Development of pre-entry survey in Year 1; implementation of survey in Years 1-4; faculty professional development and case management for at-risk students in Years 1-4
How Sustained: After the pre-entry survey is developed, the consortium colleges will be able to sustain its implementation through current infrastructure at each campus. The consortium colleges will leverage their existing resources in providing wraparound support and in emphasizing ongoing faculty professional development.
Rationale: Community colleges play an important role in meeting the demand for healthcare workers and improving health equity. ²⁵ Community colleges have long offered extensive student services, including educational advising, personal counseling, academic support, financial aid, career and/or transfer planning, and basic needs support, among other services. However, students are generally directed to services through counseling departments. Faculty teaching within Health programs are not always aware of the depth of barriers that students face, preventing early intervention and referral to services that could keep students on track. ²⁶ Case management for the most at-risk students correlates to improved student outcomes. ^{28,29,30}

Performance Outcomes Table

Equity Outcome #2
Equity Outcome Statement 2: Improve the economic mobility of low-income, Latinx, and other underrepresented populations by accelerating students along Health career pathways, from certificates to baccalaureate degrees, and into jobs related to their field of study.
Type or Direction of Change: Increase
Unit of Measurement: # of completers, by program of study, and earnings gains following the academic year of exit, disaggregated by socioeconomic status, gender, and race/ethnicity
Outcome Targets: Increase by 10% the number of students successfully completing Health programs of study among the consortium colleges, and in the academic year following program completion, participants will report a median change in earnings of at least 35%.
Current State/Other Baseline: The baseline number of completers (2019-20) across all grant-funded programs of study is 1,015. Among respondents of the statewide CTE Outcomes Survey (CTEOS) in the Los Angeles micro-region, program completers in the targeted Health programs of study report a 31% median change in annual earnings.
Grant-funded Programs of Study: Nursing Pathway – Home Health Aide (1230.80), Certified Nursing Assistant (1230.30), Licensed Vocational Nurse (1230.20), Registered Nurse (1230.10); Emergency Medical Services Pathway – Emergency Medical Technician (1250.00), Paramedic (1251.00); Dental Pathway – Dental Laboratory Technician (1240.30), Dental Assistant (1240.10), Dental Hygienist (1240.20); Medical Assisting Pathway – Medical Assistant (1208.00), Clinical Medical Assistant (1208.10); Addiction Counseling (2104.40); Health Information Technology (1223.00); Orthopedic Assistant (1214.00); Psychiatric Technician (1239.00); Radiologic Technologist (1225.00); Respiratory Therapist (1210.00)
Target Population(s): Low-income, Latinx, and other underrepresented students
Definition(s): Health career pathways are defined above in the “Grant-funded Program(s) of Study” section. The CTEOS is a survey of California community college program completers regarding employment and earnings outcomes. The CTEOS excludes program completers who transferred to another postsecondary institution. The CTEOS outcome of “median change in earnings” compares earnings between the second quarter prior to the beginning of the academic year of entry and the second quarter after the end of the academic year of exit.
Timeframe: Establish all previously discussed grant elements in Year 1; improve transition of noncredit students to credit programs, explore incumbent worker training, establish new university articulation agreements, and track completer outcomes in Years 1-4
How Sustained: After resources, partnerships, and data tracking system are developed, the consortium colleges will be able to sustain activities and processes through the current infrastructure at each campus. Consortium will inform the statewide process for improving CTEOS and LaunchBoard data elements for better data analysis among all colleges.
Rationale: The core grant components are interconnected and serve to enroll students in and move them through Health career pathways. Guiding students to Health programs that fit their aptitude, skill sets, interests, and goals is the first step in getting students on the right path for success. ³⁶ Holistically supporting them with wraparound services and case management, while leveraging the extensive academic, financial, and counseling support that the consortium colleges already offer, improves student outcomes. ³⁷ Creating articulation agreements with universities creates additional career mobility options for students. ⁴⁰ Establishing robust partnerships with regional employers and the workforce development system ensures that students have clinical placements, work-based learning opportunities, and long-term job prospects when they successfully complete Health programs of study. ^{38,39}

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Third-Party Evaluation Procurement Plan

The timeline and major steps for procuring a third-party evaluator are detailed in the *Project Work Plan* in the requirement attachments. The consortium has allocated 3% of the overall budget for the purpose of this third-party evaluation, as outlined in *SF-424A* and the *Budget Narrative* in the required attachments. Mt. SAC will identify a third-party evaluator, in collaboration with the consortium partners, who will provide both developmental and implementation evaluation, ensuring an appropriate firewall between the different study teams. Immediately upon funding notification, the Mt. SAC project team will meet with the college's Director of Research and Institutional Effectiveness to develop a detailed procurement work plan that is consistent with federal procurement law at 2 CFR 200.320, as well as applicable college and state procurement requirements and regulations.

After DOL provides the description of key components, Mt. SAC will create a statement of work to recruit and select an evaluator with the needed competencies and expertise to carry out the evaluation. These key components will include, but not be limited to: a description of the SVGHCC's logic model, clearly defined research objectives and research questions, and an appropriate and rigorous research design, data measures, data sources, data collection plans, and analytic methods. Using this detailed procurement work plan, Mt. SAC will procure a third-party evaluator as soon as possible but no later than the end of the sixth month of the project period.

After the third-party evaluator is selected, and with input from the consortium partners, the evaluator will draft a detailed evaluation design, which the Project Director will submit to the DOL as soon as possible but no later than the end of the ninth month of the project period. After receiving input from the DOL, the third-party evaluator will make additional revisions to the

evaluation design. After the consortium's approval, the Project Director will submit a final detailed evaluation design no later than the end of the twelfth month of the project period.

The Project Director will ensure that the third-party evaluator carries out the evaluation and completes all tasks and deliverables, including completing an Interim Implementation Report by November 2024 and a Final Implementation Report by August 2026, to ensure that the project meets the DOL's required deadlines for report submission.

The consortium anticipates that the evaluation process will consist of: (1) *planning decisions*, which influence the selection of institutional goals and objectives; (2) *structural decisions*, which ascertain optimal strategies and procedural designs for achieving the objectives that have been derived from planning decisions; (3) *implementation decisions*, which afford means for carrying out and improving strategies; (4) *feedback decisions*, which determine whether to continue or modify existing objectives; and (5) *communications and reporting*, communication to consortium partners and stakeholders and reporting to the DOL.

Project Work Plan

Project Start-up and Management			
Activities	Entity(ies) Responsible	Outputs	Timeline/ Due Dates
Accept grant funds and establish grant account.	Mt. SAC Grants Office	Project has board authorization and Banner account	Sep 2022 or upon funding notification
Initiate sub-award agreements.	Mt. SAC Grants Office	Fully executed agreements with all consortium IHEs	Sep 2022 or upon funding notification
Hire project director.	Mt. SAC Project Team	Project has oversight	Fall 2022
Form advisory committee; schedule regular meetings.	Project Director (PD)	Three meetings annually	Fall 2022 and ongoing
Hire other project personnel.	Mt. SAC Project Team	Project fully staffed according to plan	Fall 2022
Regularly review fiscal and programmatic reports.	PD	Project stays within budget and on schedule	Ongoing
Maintain comprehensive and audit-ready records.	PD; Mt. SAC Grants & Accounting Offices	Project ready to report on progress at any time	Ongoing
Administer project in accordance with applicable rules and regulations.	PD; Mt. SAC Grants & Accounting Offices	Project remains compliant during/ after grant period	Ongoing

Capacity-Building Outcome Statement 1: Implement a multi-faceted outreach plan to inform and guide low-income, Latinx, and other underrepresented students into Health programs of study that match their interests, aptitude, skill sets, and long-term career goals.			
Activities	Entity(ies) Responsible	Outputs	Timeline/ Due Dates
Leverage LARC-created resources to inform students about Health programs of study.	Consortium community colleges	All colleges use digital brochure, regional map, and counseling toolbox	Jan 2023 and ongoing
Engage college counselors in using LARC-created counseling toolbox.	Consortium IHEs	Counselors are informed about Health pathways and programs	Jan 2023 and ongoing
Develop targeted outreach strategies to inform students about Health programs of study.	Consortium IHEs	Student testimonials and success stories for targeted programs	Winter/Spring 2023

Capacity-Building Outcome Statement 1: Implement a multi-faceted outreach plan to inform and guide low-income, Latinx, and other underrepresented students into Health programs of study that match their interests, aptitude, skill sets, and long-term career goals.			
Activities	Entity(ies) Responsible	Outputs	Timeline/ Due Dates
Conduct targeted outreach to inform high school students about Health programs of study.	Consortium IHEs	Increased awareness among targeted groups about nontraditional careers	Summer 2023 and ongoing
Engage AJCCs on consortium advisory committee.	Consortium IHEs	Increased referrals of students into Health programs	Fall 2022 and ongoing
Enroll students in appropriate Health programs of study.	Consortium IHEs	Enrollment in Health programs of study increased by 10%	Fall 2023 and ongoing

Capacity-Building Outcome Statement 2: Launch an employer engagement campaign to ensure sufficient clinical placements for students enrolled in Health programs of study and to create a pipeline of diverse, well-prepared graduates for long-term job placements.			
Activities	Entity(ies) Responsible	Outputs	Timeline/ Due Dates
Establish new/expand existing partnerships with employers in the healthcare industry.	Consortium IHEs	Number of employers offering clinical placements and/or work-based learning increased by 10%	Fall 2022 and ongoing
Engage employers on consortium advisory committee.	Consortium IHEs	Increased employer input regarding Health programs	Fall 2022 and ongoing
Create incumbent worker training opportunities.	Consortium IHEs; Employers	Increased number of incumbent workers upskilling	Spring 2023 and ongoing
Develop and administer an employer survey.	PD; Evaluator	Employer needs assessed and employment/earnings outcomes gathered	Spring 2023, annually
Explore on-the-job training opportunities in appropriate Health programs of study.	Consortium IHEs; AJCCs; Employers	Increased on-the-job training for participants	Spring 2023 and ongoing
Collaborate with employers to develop job placements for qualified program completers.	Consortium IHEs; Employers	Increased job placements for Health program completers.	Summer 2023 and ongoing

Capacity-Building Outcome Statement 3: Develop a regional data tracking system and data sharing plan that disaggregates student data within the consortium's Health programs of study and tracks employment outcomes for program graduates.			
Activities	Entity(ies) Responsible	Outputs	Timeline/ Due Dates
Establish a process for tracking consortium students from enrollment to employment.	Consortium IHEs	Data sharing agreements among consortium institutions	Fall 2023
Leverage statewide CTE Outcomes Survey to gather graduate data.	Consortium IHEs	Employment and earnings outcomes for program completers	Spring 2023 and ongoing
Develop and administer a graduate survey for targeted programs.	PD; Evaluator	Graduate needs assessed and employment/earnings outcomes gathered	Fall 2023, annually
Inform the Chancellor's Office about needed improvements to CTEOS and LaunchBoard.	PD; Consortium community colleges	Improvements to state-leveraged data tools benefit all colleges	Ongoing
Ensure ongoing data collection and analysis.	Consortium IHEs; Evaluator	Performance outcomes measured and success evaluated	Ongoing
Share results with LARC community colleges and the statewide system.	Consortium IHEs	Successful strategies disseminated for broader use	Fall 2023 and ongoing

Equity Outcome Statement 1: Implement an onboarding process for students entering Health programs of study that identifies needs and barriers to completion and provides wraparound support based on identified needs.			
Activities	Entity(ies) Responsible	Outputs	Timeline/ Due Dates
Assess needs of incoming students in Health programs through the development and administration of a pre-entry survey.	Consortium IHEs	Student need for support services and/or resources assessed	Spring 2023 and each term
Refer students to existing support services and resources, as appropriate.	Consortium IHEs	Students have access to personal, academic, and financial resources	Spring 2023 and each term
Create and implement a process for providing basic needs grants to students with unmet need.	Consortium IHEs	Reduced financial barriers for Health program students	Spring 2023 and ongoing

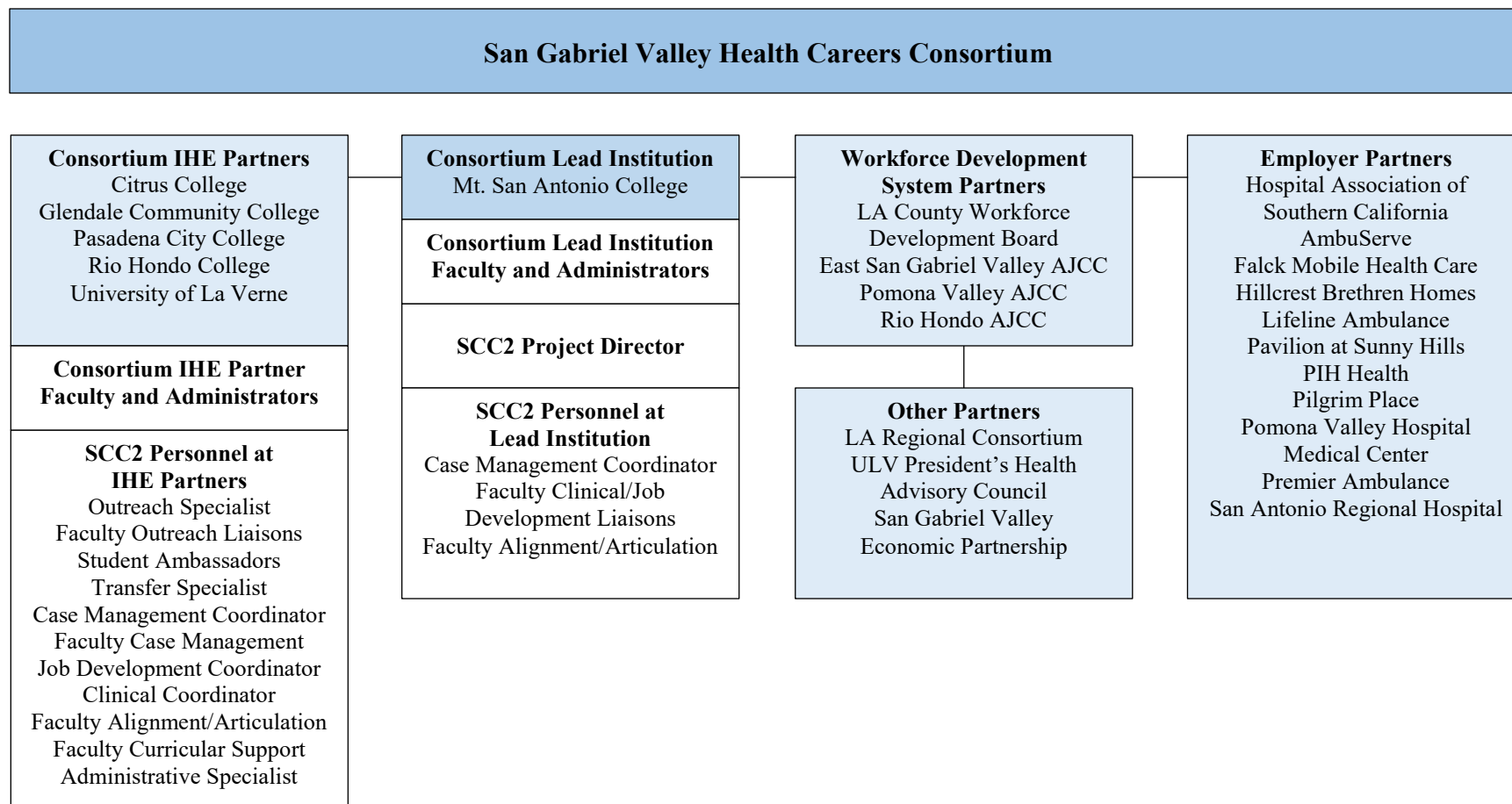
Equity Outcome Statement 1: Implement an onboarding process for students entering Health programs of study that identifies needs and barriers to completion and provides wraparound support based on identified needs.			
Activities	Entity(ies) Responsible	Outputs	Timeline/ Due Dates
Meet with higher risk students to address need for additional support.	Consortium IHEs	Decreased attrition among Health program students	Spring 2023 and ongoing
Offer faculty professional development on equitable teaching practices and holistic support.	Consortium IHEs; DEI Consultant	Increased prevalence of equity-minded teaching practices in Health programs	Spring 2023, Spring 2024

Equity Outcome Statement 2: Improve the economic mobility of low-income, Latinx, and other underrepresented populations by accelerating students along Health career pathways, from certificates to baccalaureate degrees, and into jobs related to their field of study.			
Activities	Entity(ies) Responsible	Outputs	Timeline/ Due Dates
Standardize program requirements for Health programs of study across the consortium.	Consortium community colleges	Students able to articulate credits among colleges	Fall 2022 and ongoing
Create incumbent worker training opportunities.	Consortium IHEs; Employers	Increased number of incumbent workers upskilling	Spring 2023 and ongoing
Improve transition of noncredit students into credit programs through student outreach and faculty collaboration.	Consortium community colleges	Increased number of noncredit students enrolling in credit programs	Spring 2023 and ongoing
Establish new/expand existing articulation with four-year institutions	Consortium IHEs	Increased articulation with baccalaureate programs	Spring 2023 and ongoing
Provide holistic support to students enrolled in Health pathways.	Consortium IHEs	Increased related employment and median earnings	Spring 2023 and each term

Third-Party Evaluation			
Activities	Entity(ies) Responsible	Outputs	Timeline/Due Dates
Submit a detailed procurement work plan to procure a third-party evaluator for development/implementation evaluation.	Mt. SAC Grants & Research and Institutional Effectiveness Offices	Third-party evaluation procurement work plan developed	Sep 2022 or within one month of funding notification
Procure third-party evaluator for development/implementation evaluation, following institutional, state, and federal procurement requirements.	Mt. SAC	Fully executed agreement for third-party evaluation services	No later than Feb 2023
Submit a Draft Detailed Evaluation Design from the evaluator, using guidance provided by the Department.	PD; Consortium IHEs; Evaluator	Draft Detailed Evaluation Design submitted to the Department	No later than May 2023
Submit a Final Detailed Evaluation Design in collaboration with third-party evaluator.	PD; Consortium IHEs; Evaluator	Final Detailed Evaluation Design submitted to the Department	No later than Aug 2023
Ensure that third-party evaluator carries out the evaluation and completes all tasks and deliverables, and provides ongoing input and consultation if the evaluation uses an adaptive model.	PD; Consortium IHEs	Periodic reports of progress when quarterly invoices submitted	Ongoing
Coordinate with the DOL's national evaluator.	PD; Consortium IHEs	Participation in national evaluation and other studies, as required	Ongoing
Submit evaluator's Interim Implementation Report to FPO and Program Office using suggested format.	PD	Interim Implementation Report submitted to the Department	No later than Nov 2024
Submit evaluator's Final Implementation Report using suggested format.	PD	Final Implementation Report submitted to the Department	No later than Aug 2026

Participant Cohort Tracking			
Activities	Entity(ies) Responsible	Outputs	Timeline/ Due Dates
Leverage established processes to track student enrollment in the grant-funded programs of study.	PD; Consortium IHEs	Enrollment data disaggregated by income, race/ethnicity, gender, and age	Fall 2022 and ongoing
Leverage established processes to track student completion of grant-funded programs of study.	PD; Consortium IHEs	Student completion data disaggregated by income, race/ethnicity, gender, and age	Fall 2022 and ongoing
Leverage established processes to track student receipt of credentials after completion of grant-funded programs of study.	PD; Consortium IHEs	Student credential data disaggregated by income, race/ethnicity, gender, and age	Winter 2023 and ongoing
Track credentials received by students after completion of grant-funded programs of study.	PD; Consortium IHEs	List of credentials received by students completing Health programs of study	Winter 2023 and ongoing
Track participant-level data using DOL's Workforce Integrated Performance System.	PD; Consortium IHEs	Participant data regarding WIOA's primary indicators of performance	Spring 2023 and ongoing
Leverage CTEOS and LaunchBoard to track employment and earnings outcomes for program completers.	PD; Consortium IHEs	Graduate employment/ earnings data disaggregated by income, race/ethnicity, gender, and age	Spring 2023 and ongoing
Track employment and earnings outcomes through graduate and employer surveys.	PD; Evaluator	Employment/earnings data disaggregated by income, race/ethnicity, gender, and age	Spring 2023, annually
Prepare and submit required Quarterly Performance Reports.	PD	Completed Quarterly Performance Reports submitted to the Department.	Quarterly

Organizational Chart





U.S. Department of Education
Office of Post Secondary Education

OPEID: 00124500

Mount San Antonio College

Walnut, CA

FY: 2022

Print Date: 01/11/2022

We are pleased to inform you that your recent request for designation as an eligible institution under Title III and/or Title V of the Higher Education Act of 1965, as amended by the Higher Education Opportunity Act of 2008 (HEA), is approved.

Please note, if you have a current Title III or Title V grant that will end during this fiscal year, you may be eligible to apply for additional programs. Please contact the program officer for which you are interested in applying.

Please retain this letter as evidence of your eligibility and for an adequate audit trail.

As a result of receiving this designation your institution is also eligible for a waiver of the non-Federal share matching requirements under the Federal Work Study Program (FWS) the Federal Supplemental Educational Opportunity Grant Program (FSEOG) and the TRIO Student Support Services Program under Title IV of the HEA. Your institution is also potentially eligible for a waiver of the Undergraduate International Studies and Foreign Language (UISFL) Program matching requirement, pending a demonstration of your institution's need for such a waiver in your application for new awards under this program.

NOTE: Branch campuses are not eligible for the waiver of the non-Federal share matching requirements. If the main campus is also eligible for Titles III and V programs, and they receive the cost-share waiver, the main campus' waiver can be extended to its eligible branch campus.

The eligibility for a waiver of the non-Federal share matching requirements applies for a one-year period beginning July 1, 2022. The offices within the Department of Education that administer those specific programs will handle the waiver of the cost sharing. You must apply for eligibility designation annually.

If you have questions concerning this designation, please contact Christopher Smith at Christopher.Smith@ed.gov or (202) 453-7946 or Jason Cottrell, Ph.D. at Jason.Cottrell@ed.gov, or (202) 453-7530. If you have questions concerning the waiver of the non-Federal share matching requirements for FWS or FSEOG, please contact the Campus-Based Call Center at CODSupport@ed.gov or (800) 848-0978.

Sincerely,

Beatriz Ceja Williams
Senior Director
Institutional Service Division



U.S. Department of Education

Office of Post Secondary Education

OPEID: 00116600

Citrus College

Glendora, CA

FY: 2022

Print Date: 12/16/2021

We are pleased to inform you that your recent request for designation as an eligible institution under Title III and/or Title V of the Higher Education Act of 1965, as amended by the Higher Education Opportunity Act of 2008 (HEA), is approved.

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Sincerely,

Beatriz Ceja Williams
Senior Director
Institutional Service Division



U.S. Department of Education
Office of Post Secondary Education

OPEID: 00120300

Glendale Community College

Glendale, CA

FY: 2022

Print Date: 04/07/2022

We are pleased to inform you that your recent request for designation as an eligible institution under Title III and/or Title V of the Higher Education Act of 1965, as amended by the Higher Education Opportunity Act of 2008 (HEA), is approved.

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Sincerely,

Beatriz Ceja Williams
Senior Director
Institutional Service Division



U.S. Department of Education
Office of Post Secondary Education

OPEID: 00126100

Pasadena City College

Pasadena, CA

FY: 2022

Print Date: 01/20/2022

We are pleased to inform you that your recent request for designation as an eligible institution under Title III and/or Title V of the Higher Education Act of 1965, as amended by the Higher Education Opportunity Act of 2008 (HEA), is approved.

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Sincerely,

Beatriz Ceja Williams
Senior Director
Institutional Service Division



U.S. Department of Education
Office of Post Secondary Education

OPEID: 00126900

Rio Hondo Community College

Whittier, CA

FY: 2022

Print Date: 01/13/2022

We are pleased to inform you that your recent request for designation as an eligible institution under Title III and/or Title V of the Higher Education Act of 1965, as amended by the Higher Education Opportunity Act of 2008 (HEA), is approved.

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Sincerely,

Beatriz Ceja Williams
Senior Director
Institutional Service Division



U.S. Department of Education
Office of Post Secondary Education

OPEID: 00121600

University of La Verne

La Verne, CA

FY: 2022

Print Date: 12/16/2021

We are pleased to inform you that your recent request for designation as an eligible institution under Title III and/or Title V of the Higher Education Act of 1965, as amended by the Higher Education Opportunity Act of 2008 (HEA), is approved.

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